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ABSTRACT

This handbook was created by 138 Colorado educators statewide to provide their colleagues with exciting ideas for infusing life skills into the school curriculum. This handbook offers a wide variety of practical learning experiences for elementary through high school level students in three broad categories: career development; independent living; and personal management. Each main section is further divided into subsections. Subsections of career development include career awareness, career exploration, school businesses, relating careers to school subjects, computer skills, and obtaining and maintaining employment. Subsections of independent living include community awareness, domestic skills, health and hygiene, leisure, life simulations, real life academics, media, personal economics, and augmentative communication and mobility. Subsections of personal management include enhancing self-image, positive relationships, goal setting and problem solving, managing behavior, study skills, and outdoor learning. Submissions that can be used at all levels (K-12) appear first in each subsection, followed by entries that are designed for the primary level through high school. Some submissions are comprehensive units extending throughout the school year and others are short activities requiring no more than 5 to 10 minutes. All authors are cited in the Author Index along with the page(s) on which their submission(s) can be found. Authors include principals, counselors, and regular and special educators. Four prize-winning submissions are identified (with ribbon symbols) in each of the three broad categories. (ABL)

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Learning Innovations
IN COLORADO

Life Skills Activities K-12

CG024241

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Learning Innovations Handbook

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General and special education teachers, administrators and school personnel who contributed to and supported this project.

Dear Colorado Educators,

In March, 1988 a ragtag band of drovers from the field of education sponsored a contest to solicit ideas that facilitate and encourage the teaching of life skills in school. **And Yee Ha!!** Submissions stampeded into the Colorado Department of Education from spreads all over our fair Centennial State like Elbert School District with a total school population of 128 to a school district called Jefferson County sporting the largest herd in the state with 75,316 students.

We lassoed and corralled 149 ideas from 138 educators in elementary, middle, junior high, and high schools. The authors include principals, counselors, and regular and special educators. Some of them were true grand champ material, four prize winners were selected in each of three categories (look for the ribbons).

So partners, next time you feel like you're leading your students to slaughter because they aren't prepared for that big bad world, pull on your boots and take a ride through the wide "range" of activities in the ***Learning Innovations Handbook*, created by Colorado educators for educators in Colorado.**

-- Susan McAlonan &
Learning Innovations Committee

Introduction

The Learning Innovations Handbook was created by Colorado educators statewide to provide their colleagues exciting ideas for infusing life skills into the school curriculum.

This handbook offers a wide variety of practical learning experiences for elementary through high school aged students in three broad categories:

1) ***Career Development:*** the process of gaining awareness of why people work and the many occupations available, of exploring a variety of occupations to determine which career will best meet individual abilities and interests, and of preparing for an occupation and entering the world of work.

2) ***Independent Living:*** The acquisition of skills allowing an individual to live in the community as independently as possible.

3) ***Personal Management:*** The acquisition of intra and inter-personal skills that allow an individual to participate socially and cooperatively in society.

Each main section is then further divided into subsections. Submissions that can be used at all levels (K-12) appear first in each subsection, followed by entries that are desinged for the primary level on up through high school.

Some submissions are comprehensive units extending throughout the school year and others are short activities requiring no more than five to ten minutes.

All authors are cited in the Author Index along with the page(s) their submission(s) can be found.

Prize-winning submissions are identified by ribbons, four in each category. Prize winners are listed on the following page.

An evaluation is provided in the back of this handbook. Please take a few minutes to provide the Colorado Department of Education feedback on this publication.

Learning Innovations Prize Winners

Each winner has been awarded a classroom incentive grant.

CAREER DEVELOPMENT

1st Place:	Debbie Brown, Poudre R-1 School District ***Commercial Art in the Environment,*** page, 29
2nd Place:	David A. Thornsby, Colorado Springs School District 11 ***The Sign Company,*** page, 71
3rd Place:	Linda C. Cogan, Florence School District ***Laundry Management,*** page, 64
4th Place:	Heidi Juran, Jefferson County Public Schools ***Business Day,*** page, 15

INDEPENDENT LIVING

1st Place:	Cathy Brondos, Cherry Creek Schools ***Lifestream,*** page, 185
2nd Place:	Wayne Osborne, Littleton Public Schools ***City Search,*** page, 127
3rd Place:	Gayle K. Dudley, Steamboat Springs School District ***Community Awareness and Survival,*** page, 142
4th Place:	Carole M. Wesche Harrington, Thompson School District ***Write for Life!,*** page, 199

PERSONAL MANAGEMENT

1st Place:	Dorothy Benner, Greeley School District 6 ***Adopt-An-Officer,*** page, 266
2nd Place:	Leo Schettler, Cherry Creek Schools ***A Multiple Choice IEP for Students with Behavior Challenges,*** page, 298
3rd Place:	Gail M. Wall, Florence School District ***Thermometer of Thoughtfulness,*** page, 278
4th Place:	Shirley Kernen, Del Norte School District ***The Planning Process,*** page, 295

Learning **Innovations**
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Career **Development**

The processes of gaining awareness of why people work and the many occupations available, of exploring a variety of occupations to determine which career will best meet individual abilities and interests, and of preparing for an occupation and entering the world of work.

Career Awareness

The awareness of the concept of work and the variety of occupations available

Career Satellites

Using webbing to identify related jobs and requirements

Ruth Robinson
Jefferson County
Public Schools
Molholm Elementary

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Helping students understand the realistic association between what they want to do, and what they are capable of doing.

OBJECTIVES

To visualize the correlation between a job of high interest (what I really want to be or do when I grow up), and the skills necessary to actually achieve the goal.

TIME

One class period per career area

RESOURCES

Work sheet with a large circle in the center and 3 to 5 smaller circles or satellites surrounding it connected by lines to the center circle.

PROCEDURE

1. Fill in the large circle with the job you think you would like to do.

2. Fill in the smaller circles with associated or related jobs or job requirements.

3. Make lines coming off the circles on which you write the skills necessary to meet the center career goal.

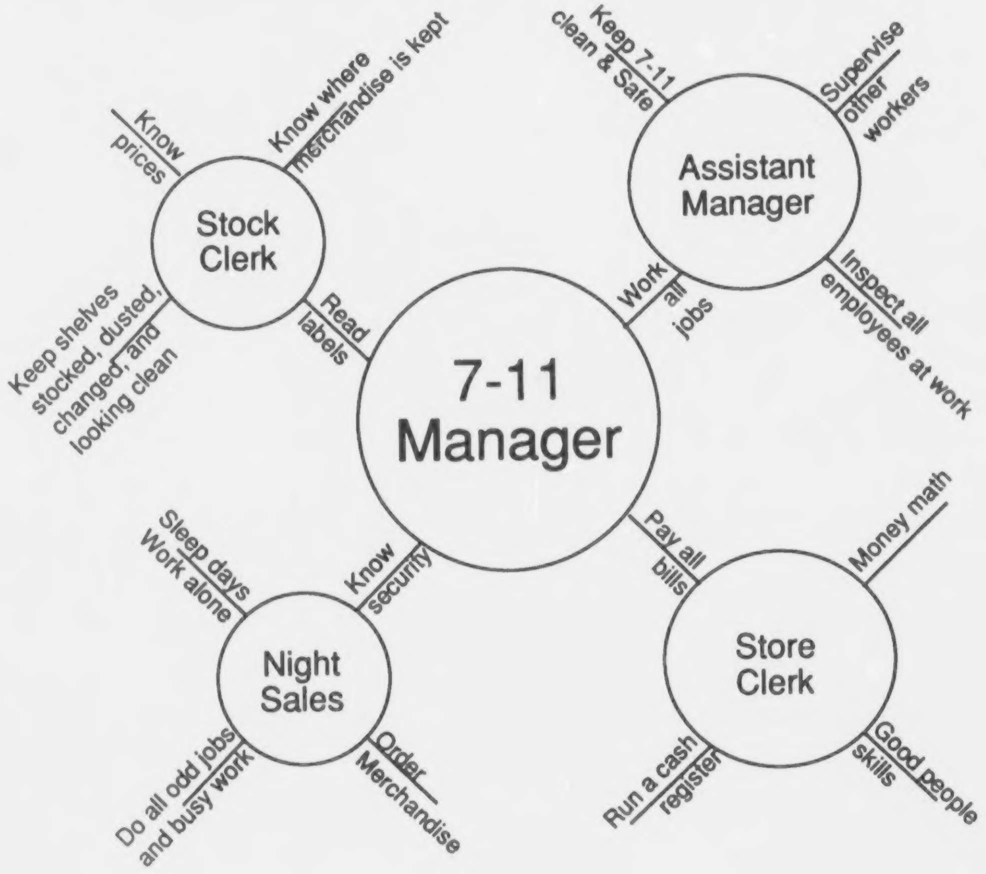
Critical Questions

"Do I have the skills, or am I willing to get the skills for the job I want?"

"If not, would I be interested in a related job?"

See following page for example

Career Satellites


7-11 Manager
Stock Clerk
Know prices
Know where merchandise is kept
Keep shelves stocked, dusted, changed, and looking clean
Read labels
Assistant Manager
Keep 7-11 clean & Safe
Supervise other workers
Inspect all employees at work
Work all jobs
Night Sales
Sleep days Work alone
Know security
Do all odd jobs and busy work
Order Merchandise
Store Clerk
Pay all bills
Money math
Run a cash register
Good people skills

Career Development

Community guests and field trips introduce students to career possibilities

Mary Ann Toth
Holly School District
Shanner Elementary

LEVEL
Primary

PURPOSE
Developing awareness of a variety of careers and exploring the world of work.

OBJECTIVES
- To investigate various career possibilities by interviewing different professionals and by visiting selected places of business.
- To expand student awareness of career options so they will have more choices in the future.
- To portray careers that are not typically found in rural areas.

TIME
Two weeks—20 to 30 minutes daily or longer

RESOURCES
Anything and everything available related to careers including:
- books
- magazines
- film strips
- guest speakers

PROCEDURE
1. Decorate the room with pictures, large cut-outs, of career people. Hang things from the ceiling. Leave a bulletin board blank except for title "Hats off to careers!!!" Bring in various hats—policeman, baseball, nurse, hard hat, etc. Have each child wear a hat and tell about that career.

2. Have students brainstorm everything they know about what "career" means and what careers they can think of. Write this down on butcher paper and hang on the wall. Have students make pictures of hats for careers they like and then have them post them on the bulletin board. If possible, obtain patterns for hats that the students wear. Have students make collages using magazine pictures that symbolize careers they had never thought of. Display.

3. Brainstorm jobs available right in your own community, including in the school. Let students decide who they want to interview and what questions to ask. Let the students set up the appointment, conduct the interview and report the information learned to the class. Put the interviews on the bulletin board.

4. Invite "guest speakers" to the class who will bring in tools of their professions to share with the students, talk a little about the profession and include time for questions and answers. (Suggested guest speakers include: pharmacist, veterinarian, policeman, fireman, secretary, librarian, mechanic, teacher, doctor, x-ray technician, etc.)

5. Take field trips to local agencies or businesses such as bank, library, restaurant, post office, gas station, etc. and arrange to have someone talk to the students and conduct a tour. Write thank-you notes to guest speakers and businesses.

6. Arrange an "Into the Future Day" where the students dress as the career person they want to be. On a big chart have each student write his/her name and career choice. Fold up chart and place in secret place to be taken out when children graduate from high school.

7. At the end of the unit have students make a graph showing the changes in their career choices spanning the extent of the unit.

AUTHOR'S NOTE

These activities are especially important in rural areas where career choices are limited. Students thought a pharmacist had a job in farming. They were surprised to find out that the local pharmacist owned the drug store and filled prescriptions!

Guests Galore

Students are exposed to careers through guest lectures and role-plays

Midge Quadri
Montrose County
School District
Riverside Elementary

LEVEL

Primary

PURPOSE

Enriching students' career awareness, self concept and developing positive attitudes regarding careers in a stimulating, non-threatening classroom environment

OBJECTIVES

- To expose students to a variety of careers.
- To allow students to compare careers and express individual feelings and preferences.
- To provide a format for active learning through play.
- To reinforce concepts of alphabet and letter names and sounds.
- To use career information for math activities such as estimating, graphing and measuring.
- To give students both practice with listening and understanding the components of conversation.
- To broaden students' knowledge about career choices through literature.

TIME

Varies. 20 to 30 minute time slot is scheduled for the guest presentation. Time should also be allowed for discussion and role playing.

RESOURCES

- Camera, preferably instant type, to take picture of guest in uniform
- Large dish pans or ice cream bins to store role-playing materials—use photo to identify bins
- Trade books relating to guest's career
- Guest speaker

PROCEDURE

1. Choose and invite your weekly guest and request he/she come in uniform. Provide the guest with a brief outline of information you'd like them to share. Guests may be invited in alphabetical order to help reinforce letter recognition skills. Prepare students for the visit.

2. Allow guest 15-20 minutes to address students, then 5-10 minutes for question/answer time. After the guest leaves, discuss the guest's career and decide on items relating to the career that would be appropriate for a role-playing bin.

3. Follow up with a bulletin board and thank you note. Use the role-playing bins to act out careers and stimulate discussion.

Hands on Careers

Introducing career options through simulated activities and journal writing

Melinda Neilander
Cherry Creek Schools
Cimarron Elementary

LEVEL
Primary

PURPOSE
Exposing children to a variety of career options and providing hands on experience in each career.

OBJECTIVES
- To introduce students to several different career choices.
- To hear guest speakers talk about careers, interview workers in different careers, perform selected tasks from different careers.
- To work cooperatively with fellow students in small groups.
- To keep a career journal.
- To improve thinking and writing skills.

TIME
Nineteen day unit. Each day's lessons take about one hour

RESOURCES
Varies with activity

PROCEDURE
Day 1

Introduce the word "career" and discuss its meaning with the class. Students brainstorm a list of careers. Record their list and display it in the room. This list may be added to throughout the unit.

Provide each student with a Career Journal (pieces of blank hand writing paper stapled together with a colored cover). Let the children decorate covers by coloring pictures or cutting out pictures of several different careers.

Day 2

Have each student write at least two questions that they would like to ask a mail carrier about his/her job. They may write these questions in their Career Journal.

Have the children bring in "junk mail" to use in their own post office on Day 4. Write a zip code table number on each piece of mail.

Day 3

Invite a mail carrier to come to class as a guest speaker. Have student ask their questions. Ask the mail carrier to bring the jeep so the children can look inside. Write thank you letters to the guest speaker.

Day 4
Set up the classroom as a Post Office and let the children play at each station. Let the children rotate to new stations every 15 minutes until they have been to each station.

Station 1:	Write notes to friends. Be sure to include zip codes (table numbers) so they can be delivered. They may also mail packages.
Station 2:	Sell stamps with play money. Run off a copy of a page of stamps and cut them apart for the children to use on their letters.
Station 3:	Weigh packages with a scale.
Station 4:	Deliver mail from the mailbox to the Post Office.
Station 5:	Stamp mail with a rubber stamp.
Station 6:	Sort mail into zip code numbered boxes.
Station 7:	Mail carriers deliver mail to correct tables.

Day 5
Journal activities: Write facts and opinions in Career Journals about working in the career described by the last speaker. Have children write questions in their Career Journals to ask the next speaker (healthcare worker).

Day 6
Invite a healthcare worker into the classroom to be a guest speaker. Have the person tell about his/her career in the medical field. Write thank you letters to the guest speaker.

Day 7
Make Doctor and Nurse hats.

Day 8
Set up the classroom as a hospital. Students rotate from station to station. They may work with a partner at each station or bring a stuffed animal in to work on. Equipment used at stations can be borrowed from School Nurse.

Station 1:	Clean and bandage wounds with Bandaids, bandages and gauze.
Station 2:	Listen to a partner's heartbeat with a stethoscope.
Station 3:	Use instruments to look into a partner's ears, eyes, and throat.
Station 4:	Weigh your partner and take his/her temperature.
Station 5:	Type your partner's medical information on the provided form.

Day 9
Repeat Day 5 journal activities. New career area: teacher or childcare worker.

Day 10
Read Babies, Babies, Babies with the class and discuss. Repeat Day 3. Speaker: Preschool teacher.

Share with the children how to make a lesson plan by breaking up the task into easy steps. Have each child develop a step-by-step plan for teaching a toddler something new (a new game or simple task).

Day 11
Visit a Daycare Center or invite several toddlers into the classroom. Pair the students up with a toddler. Have the children rotate to the stations with their partners.

Station 1: Select and read a book to your partner.
Station 2: Teach your partner the new skill that you planned.
Station 3: Prepare a snack to share with your partner. Provide apple quarters and peanut butter for the children to make a healthy snack. Children can create their own snack.
Station 4: Play with and take care of your partner as you play on the playground. Be sure to discuss safety procedures beforehand.
Station 5: Write a note to your partner's parent telling them at least three things that their child did well that day.

Day 12
Repeat Day 5 journal activities. New career area: bank worker.

Day 13
Repeat Day 3. Guest speaker: bank worker.

Day 14
Set up the classroom as a bank. Children rotate from station to station.

Station 1: Add columns of numbers on the calculator. Each person at the station must come up with the same answer before going to the next station.
Station 2: Pretend to be a loan officer. Work out a $100 loan with a customer. Decide how, when, and how much your bank is going to get paid back.
Station 3: Pretend to be a bank teller. Count money and help the customers who come to your station.
Station 4: Pretend to be customers at Stations 2 and 3. Write checks to be cashed for play money at Station 3.

Day 15
Repeat Day 5 journal activities. New career area: news media worker.

Day 16
Repeat Day 3. Guest speaker: newscaster.

Day 17
Set up the classroom as a News Station. Children rotate from station to station.

Station 1: Look in a newspaper for current events. Write about a current event in your own words.
Station 2: Edit your news story and the stories of the other children in your group. Look for mistakes and try to make the stories interesting to listen to. Practice reading your story out loud.
Station 3: Read your news story out loud in front of the camera.
Station 4: Make up a commercial to perform with others in your group.
Station 5: Use video equipment to direct and film the news stories and commercials of the other children in Stations 3 and 4.

Day 18
Write facts and opinions about working in a News Station in Career Journals.

Day 19
Have each child visit work with a parent or a friend. As a group, compose questions for the children to answer on their visit. Questions may include: What was your favorite part of the day? Why is this job important? What kind of training would I need to do this job? Would I have to wear any special clothing for this job? Is there any part of this job that I would not enjoy?

Share the information obtained from visits with the rest of the class. Write thank you letters to the places where the children visited.

Day 20
Have the children write about their favorite career in their Career Journals including facts and opinions about their chosen career.

Evaluation
Evaluate the amount of information that each child was able to record about each career in his/her journal. Look for growth in writing throughout the unit. Consider whether or not the child's ability to record and evaluate information has improved. Read and comment on the children's writing throughout the unit and make sure that the information that they have recorded is accurate. The Career Journal may be used for assessment throughout the unit.

Lids for Kids

Games with work hats introduce students to careers

Ruth Robinson
Jefferson County
Public Schools
Molholm Elementary

LEVEL
Primary

PURPOSE
Introducing young children to the world of work through the use of hats.

OBJECTIVES
- To learn different ways that people make a living.
- To associate hats with different occupations, vocations, professions and hobbies.
- To understand that one gets paid for doing a job well.
- To learn that having a job means taking responsibility.

TIME
Thirty-five minute periods each day for two weeks

RESOURCES
Obtain all of the work hats from every kind of job that you can find. The more hats you can find, the more exploration you can do. Examples: firefighter, police officer, pilot, fast food, crash helmets, armed services, hunter, farmer, skiing, football helmet, baseball, nurse, waitress, cowboy, safari, etc.

PROCEDURE
Put all of the hats on display for the children to see, try on, and handle.

Game
WHAT IS A LID? To find out what a LID is, the children can ask any question that the teacher can answer with "Yes" or "No." Keep playing until children have guessed that a lid is a hat. Children slowly begin to identify each hat, and label them.

Concepts
Certain hats are necessary for certain jobs.
Some hats are necessary for work jobs.
Some hats are necessary for fun or hobbies. What's the difference?
Do your mom or dad wear a hat? Why?
Do you know anyone who wears any of these lids?

Follow-up Activities
- Ask children to bring lids from home.
- Field trips to job sites and work centers.

- Invite business and professional people to class to talk about their job.
- Instruct students in the appropriate way to ask questions as well as appropriate questions to ask.
- Identify a day when children can dress up like the work person they would like to become.
- Role play: Who am I? What am I doing? Why is my job important?

Developing Career Awareness: Through Peabody Language Development Kits

Learning about careers through Peabody picture card activities

Dana M. Brentlinger
Delta County
School District
Delta High School

LEVEL
Elementary

PURPOSE
Acquainting students with various careers through tools, clothing and vehicles associated with specific careers.

OBJECTIVES
- To discuss how various tools are used and the training necessary to learn how to use them.
- To classify tools in groups such as: where used, sizes, etc.
- To develop thinking skills.

TIME
Varies. Approximately 30 minutes to introduce then 5-10 minutes or more as needed.

RESOURCES
- Peabody Language Development Kit #1 - cards showing hats and shoes
- Peabody Language Development Kit #2 - cards showing tools, workers and vehicles
- (Pictures from books, magazines, etc. can be used in place of Peabody Cards)

PROCEDURE
Hold up cards one at a time and ask group to identify tool, vehicle, etc. After tools are readily recognized, discuss other facets such as careers in which they are used, training involved, requirements, rewards, occupational hazards.

As an alternative activity, pass out several cards to each student and give students a chance to describe tools and have the others guess what it is. Another possibility is to act out using the tool.

REFERENCES
Peabody Language Development Kits

Career Potpourri

Learning about careers through a variety of activities

LEVEL

Elementary

PURPOSE

Acquainting students with various careers and developing receptive/ expressive vocabulary knowledge and use for specific careers.

OBJECTIVES

- To gain information about different careers.
- To learn and use vocabulary related to different careers.

TIME

Varies

RESOURCES

- Pictures of people in uniform representing specific careers and pictures of equipment including shoes, tools, badges and vehicles related to specific careers. (These are available from books, magazines, language development materials, etc.)
- Actual uniforms and pieces of equipment (borrow from friends and community sources)
- Butcher paper and markers
- Trade books
- Guest speakers in career uniforms

PROCEDURE

1. Select a career (you may want to post a list of careers in alphabetical order) and have students brainstorm everything they know about the career. Write this down on butcher paper under KNOW. Then have them brainstorm what they want to find out. Write this under FIND OUT. Read students a trade book about the selected career and go back to the FIND OUT list and see if any questions can be answered.

2. Present an array of 3 to 4 pictures with some representing equipment that might be related to the selected career and some that might not. Have students select the equipment that is related and also have them provide an explanation (e.g., the axe goes with the firefighter because a firefighter needs an axe to chop down doors in a fire).

3. With duplicate pictures students can play a matching memory game where the cards are face down and they have to find matching pairs. Have them say the name of the object as they turn over the cards.

Celeste Thomas
Aurora Public Schools
Dartmount Elementary

4. Have the students trace their body outlines on butcher paper and then draw themselves as a person in a specific career. Display.

5. Have students write their own book about the selected career.

6. Divide students into teams and present a picture of a specific career person to one team at a time. The team gets one minute to generate as many specific words as possible that go with that career (e.g., policeman, helmet, motorcycle, police car, gun, dog, siren) Each word can earn points.

Business Day

Relating basic skills to setting up a business through simulated activities

Heidi Juran
Jefferson County
Public Schools
Earle Johnson Elementary

LEVEL
Elementary

PURPOSE
Providing students an opportunity to help operate some facet of a business for a day.

OBJECTIVES
- To recognize the relationships between academic skills (reading, writing, computation) and how these are used in future educational and work options.
- To identify occupations in which people work with others, with ideas, and/or with things.
- To realize that what we do in school is relevant and useful.

TIME
4-5 weeks, one period a day

RESOURCES
- Letter to parents to enlist volunteer help
- Letter to parents asking for donations of items such as plant cuttings, used toys/games (for department store), frozen pizzas, etc.
- Bank deposit slips
- Receipts for items sold
- Ledger with accounts receivable and payable
- Bills for services rendered
- Local high school students in addition to parent volunteers as "facilitators" for each community business

PROCEDURE
Discuss the many businesses in a city. Inform the students that they will be setting up their own businesses after selecting a business that interests them and going on a field trip to visit that business.

List several businesses on a large chart and have students sign up for whichever business interests them—you may have to draw names or pick numbers if all businesses are not accounted for. Some businesses to consider are:

Beauty Parlor
Florist
Newspaper
T.V. Station
Bakery
Post Office
Pizza Parlor
Bank
Department Store
Radio Station

Business Day

1. Small groups of students (4-6) visit a business. Before going on the trip the children prepare questions which they are responsible for asking.

2. After the field trip the students write thank you letters to the business that they visited and invite the people they met to "Business Day."

3. In small groups they recreate the business that they visited and prepare products to sell or services to sell. Here are some examples of businesses and products/services:

Bakery
Make no-bake cookies or simple candies, or frost already made cookies or cupcakes.

Florist
Pot donated cuttings. Paper flowers are also popular.

Newspaper
Reporters go all around the school and write a paper about the school and about the various businesses.

Beauty Parlor
Student hairdressers comb hair and paint fingernails.

Post Office
Students write letters to each other and during Business Day they are delivered by the Post Office. Postcards are a big selling item.

Pizza House
A nice place to sit for a moment to have a small piece of pizza (usually donated), chosen after reading the menu. The restaurant might sell soda too.

Bank
Students collect the money and make receipts and change.

Radio Station
Students gather and record the commercials from each business and then play them during Business Day.

Department Store
Sells anything and everything - stationery, old books, toys, jewelry, (could even be a near-new shop.)

T.V. Station
Use video tape machine and report weather, news, and ads for all the businesses.

4. Each business has to prepare its environment, products and advertisements. The bank negotiates a loan from the school office, and then gives each business a loan, which is paid back during Business Day.

5. Each business has receipts that have to be given to customers with each purchase. Students learn about money, adding, making change, and business transactions. Use real money which gives children the true life experience they need.

6. When all preparations are complete, Business Day occurs, lasting approximately 1 and 1/2 hours. The students work in two shifts so each child can have the experience of selling the product they have developed and buying products from other businesses. High school students from business and marketing classes and parents can help students during Business Day.

7. The students decide how to spend the money they have made.

AUTHOR'S NOTE

This is dedicated to all students, parents, teammates, principals and community members who have helped in the development, coordination and refinement of this unit.

A Proposal to Establish a Career Awareness Program

Exploring career opportunities through classroom discussions, field trips, guest speakers, role-playing and learning resource centers

Joan C. Wellnitz
William C. Logan
Poudre R-1 School District
Bennett Elementary

LEVEL
Intermediate

PURPOSE
Increasing children's awareness and knowledge of careers, the world of work and self awareness with regard to careers/occupations.

OBJECTIVES
- To allow children to explore occupations seen in the community. through role play activities.
- To expose children to a wide variety of careers through field trips, guest speakers and learning centers.
- To inform children about the types and levels of education necessary for various careers/occupations.
- To assist students in matching skills and interests to careers.
- To discuss social, family and leisure aspects of adult life.
- USOE Occupational CLusters (Hoyt 1977 United Staes Office of Education)

TIME
One semester, two hours per week

RESOURCES
- Guest speakers
- Career Maturity Inventory (Crites 1973)
- Paper supplies to create learning centers
- Audio visual equipment
- Community businesses
- USOE Occupational Clusters (Hoyt, 1977, United States Office of Education)

PROCEDURE
Weekly class time consists of: testing, discussions, field trips, guest speakers, activities, role-playing, using the learning centers.

TABLE 1
Guest Speakers

City Mayor
Veterinarian
College Professor
Lawyer
Nutritionist
School Principal
Military Personnel
Athlete
Mailman
Bus Driver
Police Officer
Nurse
Musician
Travel Agent

Field Trips

Bank
Hospital
Publishing Office
Garage
Restaurant
Museum
Airport
Fire Station
Farm
Construction Site
Police Station
Library
Newspaper
TV or Radio Station
Automobile Dealership

Discussion Topics

- Education and its relation to work and various careers
- The pros and cons of carious careers

Activities

- Developing films and slide shows
- Decision making
- Match careers with tasks used
- Goal setting
- Identifying people's talents
- Setting up a community with different roles

The learning centers are developed to serve as resources for information when reports are written and also to allow the students to explore in depth any of the available careers.

The structure of these learning centers is based on the fifteen USOE (United States Office of Education) Occupational Clusters (Hoyt, 1977). Occupations will be broken down according to these clusters which are:

Agriculture and Natural Resources
Business and Office
Communications Media
Consumer and Homemaking
Construction
Environmental Control
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Sciences
Marketing and Distribution
Personal Services
Public Service
Transportation

Each occupation represented in the learning center will include a job description, education needed, skills required and work environment.

Choice or Change Game

A card game to choose careers based on interest and skills

Ruth Robinson
Jefferson County
Public Schools
Molholm Elementary

LEVEL
Elementary, Middle School, Junior High

PURPOSE
Learning the importance of choosing a career based on interests and values, as opposed to randomly selecting a career that may sound interesting but which you know very little about.

OBJECTIVES
- To expose students to a choice of careers.
- To demonstrate how values, interests and education or training enter into this choice.
- To understand why it is necessary to plan for a job, as opposed to taking just any job as a means of support.

TIME
45-60 minutes

RESOURCES
- A set of "choice" cards, and a set of "chance" cards

Chance Cards
On a small piece of tag board, print the name of a career. Use both traditional and non-traditional vocations; serious and humorous; professional and blue-collar. Example: computer programmer, grave digger, car mechanic, army officer, nun, doctor, circus clown, lifeguard, house painter, police officer, dancer. Picture cards of vocations, careers, and occupations can also be used.

Choice Cards
Use the commercially purchased career cards or use pictures from magazines. On the back of the picture card, print information about that career. Give hints without naming the career. These could include values, experiences, interests or training you would need for that particular job. These should be short statements.

Doctor (example)
A. Must have more than four years of college
B. Makes a lot of money
C. Must have good people skills
D. Must work long hours and evenings and weekends
E. Enjoys science

PROCEDURE

Step I

Tell students they are going to play a game in which they will learn the importance of choosing a career that they like and enjoy. Teacher then places Chance cards on a table with the blank side up. Explain to students that they are to select and pick up only one card, and return to their seat. You have already told them that they must pretend that this selection will determine their future career. At this time, each student shares the career on their chance card with the rest of the class. Ask the students if they like their career and if they would have chosen it as a job, had they had a choice. This allows the opportunity for students to tell how it felt having no choice in the career they ended up with.

Step II

Now place choice cards on the table. On the side of the face-up card will be the statements about the career. The face-down side will be the career picture. Teacher explains that students are now going to select another career for their future, but this time, they will have more information and will not have to take a blind chance. Students then walk around the table and read the clues written on the choice cards. They must not turn the card over and peek. The choice cards each have a number on them. After making a choice based on reading the clues on the choice card, they write down or remember the number written on the card. After everyone has made a decision, they return to the table and discover the career they chose.

DISCUSSION

- Why did you make this choice?
- How did you make this decision?
- Could you be happy with this career choice?
- Is this a better job than the one you got on a chance?
- Do you think what you are doing now will affect your future?
- How will school affect the career you will have?
- Will good grades now help you get a good job later?
- Does knowing something about your interests, values and skills help you in choosing a career?

REFERENCES

Life Choices, Big Sisters of Colorado, United Fund

Eighth Grade Career Fair

Steps in planning a school career awareness day

LEVEL

Middle School, Junior High

PURPOSE

Organizing a career fair day to increase student awareness of a variety of careers.

OBJECTIVES

- To understand the relationship between school courses and careers.
- To increase career awareness.
- To identify possible career choices.

PROCEDURE

1. To prepare for career days students complete reports on careers of interest. Decide on a time, day, month, and how many speakers can be accommodated in your building. Okay plan with principal, custodians, teachers.

2. Have 8th graders list five choices of speakers. Place students in four sessions (20 minutes each). Select and contact speakers.

3. Enlist responsible 7th grade students to guide speakers, answer questions, etc. Organize folders for each speaker (include map of building, schedule, helper's name). Corsages for speakers are a nice touch. Have refreshments and nametags ready on day of fair. Enlist other 8th grade teachers to supervise speaking areas and take attendance at each session.

4. One week before the fair give students a master list of sessions . Instruct students to select sessions, fill out the corresponding attendance sheets and return them to the coordinating teacher. Instruct all members of the student body on proper behavior and dress on the day of the fair.

5. Have students write thank you letters to speakers.

Joey Carson
Sheridan School District
Sheridan Middle School

Career Exploration

The exploration of a variety of occupations to determine which vocation best matches individual interests and abilities

Instructional Destruction

Having fun dissembling machines of all types

Guy Kirouac
Boulder Valley Schools
Centaurus High School

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Stimulating and satisfying curiosity about our technical society by battling techno-phobia through hands-on manipulative opportunities to learn about the operation of machines of all types and how to dissasemble these appliances.

OBJECTIVES

- To learn about the construction, historical development and operation of machines by taking apart surplus machines.
- To be exposed to areas of interest for possible future career pursuits.
- To work as a team toward a single goal.
- To use and become familiar with tools.
- To learn and have fun at the same time.

TIME

One day or several weeks depending on level and nature of class.

RESOURCES

- Non-functional equipment of any type—TVs, radios, blenders, sewing machines, computers, record players, typewriters, lawn-mowers, etc.
- Any old mechanical, electrical, hydraulic, pneumatic items will do
- Acquisition of these things is generally easy and free from your school warehouse (discards), your garage, local businesses and industry, colleagues, Vo-Tech schools, the science department, home ec. department, etc.

PROCEDURE

1. ***Safety First:*** Ensure that students wear goggles, gloves and aprons as appropriate. Familiarize yourself with the equipment to be used and make students aware of potential hazards, i.e., sharp parts.

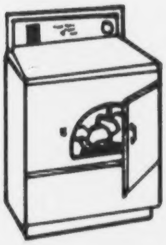
2. Prepare students to the extent that you deem appropriate based on class level and course objectives. Information on operating principles, history of development, where to find parts, who uses the machines and for what purposes, serve to enhance this project.

3. Have students bring and label tools on a day preceding the actual activity. Suggested implements include: wire cutters, pliers, adjustable wrenches, screwdrivers, hacksaws and hammers. Assign groups of students (or individuals) to each piece of equipment to be investigated. Creative methods can be employed to match students with the equipment.

4. Have students take apart and explore their piece of equipment. From here natural curiosity will take over and students will need very little encouragement to begin their mechanical surgery. Large trash bins should be made available for unwanted parts. Motors, circuit boards, fans, lights, switches, dials, speakers, bells, pumps, hoses and other useful parts can be saved for future use or investigation.

COMMITTEE SUGGESTION

Discuss with students that we rarely take things apart without putting them back together or using the pieces later on. You may want to arrange a visit to a junkyard so the students can develop an appreciation for the value of parts.



Mini Classes

One day mini-classes designed to explore careers and leisure interests

Beth Kelly
Kim Schaefer
Thompson School District
Conrad Ball Junior High

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Offering students a chance to explore possible career opportunities, outside hobbies or interests, and arts and craft ideas through participation in a day of hands-on classes.

OBJECTIVES

- To identify career or leisure time interests and to gain information concerning these interests from community members.
- To involve the community in our public schools to observe how our school system works.
- To provide students an alternative and diverse learning experience.

TIME

One to two months pre-planning, one day for registration, and one afternoon consisting of three periods.

Have parents of sixth graders fill out information forms. Have students and staff also give suggestions for speakers.

RESOURCES

- Forms sent out to staff and parents inquiring about their interest and possible participation.
- Master resources list including name, activity offered, and phone number.
- Letter soliciting class description to be included in catalog.
- Catalog listing all mini classes and descriptions, room numbers, class size and teacher.
- Letter to teachers explaining registration process.
- Registration schedule.
- Class list forms including time, room number, name of mini class, presenter, supervising teacher, and students enrolled.
- Class admission tickets to be given to each student—color code for different times.
- Map of school for presenters.
- Note to teachers to remind students to send thank you notes to presenters.
- Evaluation forms for presenters and participants.

PROCEDURE

1. Set a date for the mini-classes. Compile master resource list consisting of parents, staff, interested community members who would be willing to share. Divide resource list so each teacher has a list of people to call and give a date when each room needs to be filled (room must be filled for 3 periods).

2. Send out form to remind everyone of dates, checking out audio-visual equipment and writing up a short course description of the class or classes that will be in their room.

3. Collect all course descriptions and compile into a catalog. Set date for registration. Send out information on registration and a copy of the course descriptions. Gather a group of students to set up the library for registration and register other students on the proper forms. Registration tickets are picked up and stapled together before student leaves registration. The tickets are put in piles and separated according to a pre-arranged system. Teachers keep the students tickets until they are re-distributed the day of mini-classes.

4. Register students who were absent during the rest of the week. A few days before the mini-classes, each staff member will contact their presenters to double check on times, dates, information, etc. and be reminded of their supervision areas.

5. The morning of the mini-classes all supervising teachers will pass back the tickets. A map of the school is provided for the presenters when they check in at the office. The presenter is then taken to their room by a student from the registration committee. Each student has three colored tickets and must present the correct ticket for each presentation.

A supervising teacher collects tickets at the door and takes attendance from both the tickets and the registration sheet, and turns it into the attendance office. The office has a master copy of the location of every student, teacher and presenter.

6. Mini-classes last for three periods. Students rotate each period to hear their speaker of choice.

7. Thank you letters are written and mailed. Program is evaluated as to effectiveness of speakers and amount of information learned.

"Is Teaching For You?"

Exploring teaching as a career option through tutoring younger students

Pat Ziemkowski
Kay Schrag
Boulder Valley Schools
Crest View Elementary

LEVEL

Elementary

PURPOSE

Providing an opportunity for older students (6th grade) to assist younger students (1st grade) in developing a report, thus exploring teaching as a possible career.

OBJECTIVES

- To further develop research and writing skills.
- To be able to judge materials, compare resources, gather and synthesize information.
- To have the opportunity to explore the career of teaching.
- To develop a positive relationship with another student.

TIME

Approximately one month

RESOURCES

- Reference books
- AV materials
- Markers & writing paper

PROCEDURE

1. Primary and intermediate teachers plan together and select a general topic that would be of interest to both levels. The topic can be related to the school curriculum (such as reporting on a specific type of bird) or to a career of interest. Teachers discuss the concept of pairing with a student from another class and the older students learn about their role as "teacher" or mentor.

2. Once students are paired, each group works together to create a presentation on the topic.

The older student is able to:

- Provide help reading the text.
- Give directions for using the index, table of contents, glossary.
- Encourage the younger child to continue research.
- Help child to make notes on information found.
- Practice with the younger child skills of spelling, making complete sentences, paragraphing, organizing.
- Help the younger child learn how to use the card catalog, reference materials, etc.
- Help the younger child write a report and practice reading it.
- Help the younger child make a slide.

3. If the report is about a bird then the child would make a slide from his/her own illustration of the bird; if about a career, the slide could be made of an illustration of a person in a uniform representing the particular career.

4. Have the younger children make tape recordings of their reports.

5. For the culminating activity, invite the intermediate students who have helped and the parents of the primary students to a sound/slide show.

6. Have the intermediate students evaluate their teaching experience.

Commercial Art in the Environment

Developing packaging and marketing strategies for a hippopotamus sandwich

Debbie Brown
Poudre R-1 School District
Dunn Elementary

LEVEL
Sixth Grade

PURPOSE
Helping students make a mental transition from art in the classroom to art in the environment, with an emphasis on art used in the business world for marketing.

OBJECTIVES
- To gain an awareness of 3-dimensional objects as food.
- To have a working model of packaged food item.
- To utilize creative and cognitive skills to develop a new food item that could be used for commercial resale.
- To develop packaging and marketing strategies for the new food item.
- To market the product through a sales presentation to a local fast food establishment. (Example: McDonalds, Burger King, Wendy's).
- To tour the facilities of one of the above fast food places and watch the operation of the business.

TIME
6 hours

RESOURCES
- Cardboard
- Brushes
- Styrofoam
- Plastercraft
- Water
- Trays (from fast food place)
- Tempera paint
- Plastic straws

Learning Set
Invite managers or representatives from several fast food restaurants to give talks to students on:

1) How their business operates
2) Different kinds of food items for sale
3) How products are packaged
4) What makes certain items sell

Read the poem by Shel Silverstein on "Hippopotamus Sandwich". Discuss possibilities for making a hippopotamus sandwich from ideas and ingredients in the poem. Have the students make up a catchy name for the product. (Example: Hippo Burgers, Happy Hippo Sandwich, Hippo Snack Pack).

Have groups of three develop a marketing strategy to answer the following questions:

- Who would want to eat a Hippo Sandwich?
- What are the ingredients?
- Why would someone want to eat one?
- When will it be available?
- Where can you buy one?
- How is it made?

DIRECTIONS
(For making a Hippopotamus Sandwich)

1. Have students cut gauze rolls of plastercraft into different size squares and rectangles for easier handling

2. Design by drawing in pencil on the cardboard each part for the sandwich (student may add or change parts of the sandwich from the poem; for example add: pickles, olives, cheese). Be sure that the main ingredient is the hippopotamus. Leave a hole in each piece to run plastic straw through to hold everything together when finished.

3. Cut out each item. Use the plastercraft so each item is thick enough to represent a real part of the sandwich. The hippo will be flat.

4. When plastercraft parts are dry use tempera paints in a bright way to enhance visual appeal.

5. Have students practice their presentation in class answering "Who, What, Why, When, Where and How".

6. Have students select several of the best presentations to represent their class on a field trip to one of the fast food restaurants mentioned earlier.

7. Take the class on a field trip to a local establishment mentioned earlier. Students will do their sales presentation of the new Hippopotamus Sandwich (pre-arranged).

Students will then take a tour of the establishment (pre-arranged also). Most of these establishments will give complementary refreshments so be sure to ask beforehand.

ENRICHMENT ACTIVITIES

RESOURCES

Green, yellow, red, brown and tan construction paper, glue, scissors, and order pads from the restaurant that was visited.

PROCEDURE

1. After returning to class from the field trip: Students will design a McDonald's hat (cut and put together).

2. Students will design parts of different kinds of hamburgers—bun, meat, catsup, mustard, lettuce, pickles, onions, etc.

3. Students will select teams. Students will practice taking orders and putting hamburgers together as a team. Be sure the student is wearing their hat to simulate a McDonald's training center.

Evaluation

Critical thinking skills

Knowledge

What tools and materials did you use to create your hippopotamus sandwich? Define imagination. What elements of art are used? What specifically was this project about?

Comprehension

Explain the difference between 2 dimensional and dimensional work. What is most pleasing about the project? What did you get from the speaker's presentation? Explain how this product is created.

Application

Make a sketch of a hippopotamus sandwich using shading to create a 3-dimensional object on paper. In what way would you use this hippo sandwich in your presentation? Contrast differences in similar products already on the market.

Analysis

Analyze several different student sketches. Compare similarities and differences in the drawing and a real life hamburger. Describe steps to make this product. Survey the use of this product and relate those to the design of the packaging.

Synthesis
Create an art work that shows form, volume and mass. If you were a customer would you like this product? Devise a plan to market this product. How many names can you create for this product?

Evaluation
What did you like best about this project? What do you think you did best when creating this work? Do you value use of new and creative ideas like this one? Do you value your own work on this project and the presentation? Does the product fit the market or McDonald's philosophy? Assess its monetary significance. Give your opinion of the effect of this product on the market 50 years from now.

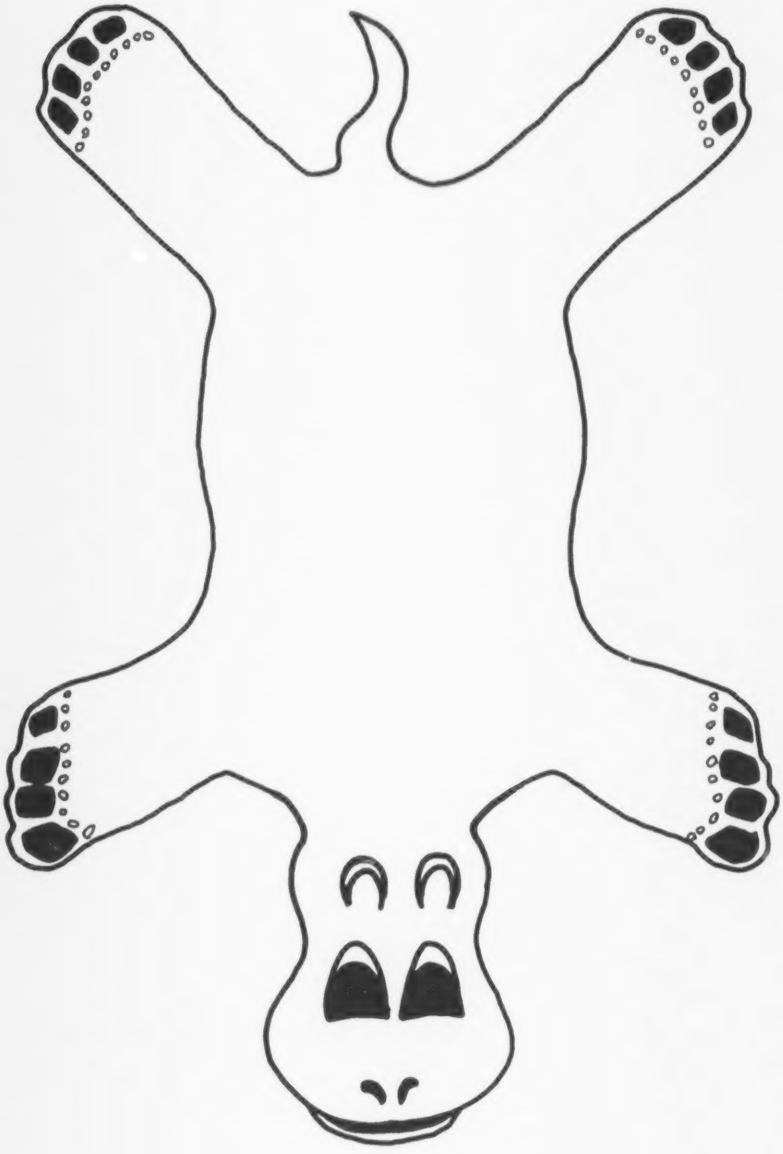
REFERENCES

Where the Sidewalk Ends, Shel Silverstein, "Recipe for a Hippopotamus Sandwich", Harper and Row, Page 115.

RECIPE FOR A HIPPOPOTAMUS SANDWICH

A hippo sandwich is easy to make.
All you do is simply take
One slice of bread,
One slice of cake,
Some mayonnaise,
One onion ring,
One hippopotamus,
One piece of string,
A dash of pepper--
That ought to do it.
And now comes the problem...
Biting into it!

-- Shel Silverstein



Hippo Pattern

Talent Pool: Appliance Dissection Unit

Take a look inside a small appliance to assess vocational interests and abilities

LEVEL
Elementary, Middle School, Junior High

PURPOSE
Exploring the inner workings of small appliances which enhances awareness of personal talents and possible career opportunities.

OBJECTIVES
- To understand the purpose of a particular appliance, how it works, how it is manufactured and repaired.
- To apply textbook learning to mechanical knowledge and vice-versa.
- To utilize technical manuals for mechanical problem solving.
- To gain knowledge and skills working with various tools.
- To apply one mechanical concept to another, reinforced by printed information and illustrations.

TIME
Varies depending on the desired complexity of the unit

RESOURCES
- Common mechanical tools (screwdrivers, hammers, socket wrench and sockets, pliers, etc.)
- Donated appliances
- De-greasing solvent
- Access to appliance repair manuals
- Rags
- Table
- Manufacturers' addresses

PROCEDURE
1. Advertise for clean, small, used appliances.

2. Decide if students will actually repair units or simply disassemble and examine how the appliance works. For example, Middle School students may diagnose, research and repair units, Elementary students may break down the appliances and reassemble. (Project may be done at work station, minimizing the disturbance of others.)

3. Have students research appliances by writing to the manufacturer for specifications. Learn and review vocabulary of the parts and tools used during disassembly.

AUTHOR'S NOTE
This project is very successful with mechanically inclined students that are "turned off" to traditional book learning. Boys and girls are equally enthusiastic about this type of hands-on learning. Most parents have old appliances they are happy to donate and manufacturers are usually very helpful when they learn of this project.

Bill Peyton
Las Animas School District
Columbian Elementary

You and Work

Exploring appropriate work skills and attitudes through an array of hands-on activities and real life simulations

Arlene Crager
Cathi Ingalls
Aurora Public Schools
Columbia Middle School

LEVEL

Middle School, Junior High

PURPOSE

Developing a positive attitude towards work as a lifetime responsibility and exploring appropriate skills and attitudes necessary to be successful at a job.

OBJECTIVES

Academic Skills

- To define words related to work.
- To write sentences concerning work, using correct grammar and punctuation.
- To read passages concerning work and answer comprehension questions.
- To participate in discussions about work/jobs using appropriate speaking and listening skills.

Critical Thinking Skills

- To problem solve hypothetical situations concerning work/job problems.
- To compare/contrast jobs in regards to skills needed to perform the jobs.
- To evaluate jobs as to personal interest.
- To become aware of cause/effect relationships in work situations.

Life Skills

- To recognize there are a wide variety of occupations.
- To practice job related skills such as: punctuality, positive peer interactions, politeness, and following directions.
- To fill out job application forms.
- To participate in a mock job interview.
- To design a personal ad for soliciting an after school, weekend, or summer job.

TIME

One quarter to one semester, five periods per week, 45-50 minute periods per day.

RESOURCES

Books

- Anema, Durlynn, Get Hired! Janus Book Publishers, Hayward, CA, 1979
- Don't Get Fired! Janus Book Publishers, 1978.
- Teal, R. Lois, Success at Work, Steck Vaughn, Austin, TX.

Films
- "The City Awakens"
- "Learning and Earning"
- "When You Grow Up"

Social worker discusses vocational education and career choices.
Field trip to Vocational Technical School

Miscellaneous Materials
- 100 Most Essential Career/Vocational Words
- "Ten Years from Now, What Will You Be Doing?"
- My Interests...
- Occupations
- Complete the Sentence "Occupations"
- Work in the Future

Center Materials
- Career Identity Cards #368, DLM, Allen, TX
- Occupations Match Up #364, DLM, Allen, TX
- Mix 'n Match Puzzles—Occupations, Trend Enterprises
- Word Searches-Careers/Occupations, DLM Teaching Resources
- Collages (magazines, newsprint)

PROCEDURE

Introduction

Lead a discussion on parents' careers, occupations in school and community, and the skills necessary to obtain and maintain employment. Show films related to the above topics. Utilize games and activities designed to enhance career vocabulary.

Develop Hands-On Centers related to career choices. Develop a collage of occupations

1. Read the book Get Hired!

2. Read and discuss stories and articles related to getting a job. Develop written activities generated by readings. Discuss vocational programs and personal interest inventories.

3. Read Success at Work. Complete application forms and participate in mock interviews. Design a personal ad. Play charades using occupations.

4. Read Don't Get Fired! Discuss attitudes necessary to keep a job and interview an employer on reasons people are fired. Role play how to solve problems on the job.

5. Have students draw an occupation picture on tagboard, or paste a magazine picture onto tagboard, and then cut into pieces to create a puzzle. This can be used in the center with the DLM materials.

Culmination

Discuss the topic "Ten Years from Now, What Will I Be Doing."
Take a Field Trip to a vocation school.
Construct occupation jigsaw puzzle.

An Interdisciplinary Careers Unit for Middle School

Familiarizing students with career choices and job-related skills through classroom experiences and community resources

Nancy Schumacher
Janet Carlisle
John Kloosterman
Dennis Jones
Karla Singer
Harrison School District 2
Panorama Middle School

LEVEL

Eighth or ninth grade

PURPOSE

Introducing students to a wide variety of available career options through the use of community resources, thereby motivating students to excel academically.

Facilitating student scheduling of appropriate classes to accommodate career plans.

OBJECTIVES

- To have students talk with a minimum 12 to 15 people representing different careers.
- To familiarize students with careers by presenting a hands-on display of career vehicles.
- To teach job skills such as: writing a resume and cover letter, filling out a job application, listening and questioning.
- To provide each student with a realistic job interview experience.

TIME

Three month unit is recommended.

RESOURCES

- Various handouts
- Resource people from the community willing to donate time to appear as career speakers, to provide vehicles for "Vehicle Day", or to conduct student interviews
- Job applications from a local store or restaurant such as fast food restaurants, department stores, etc.
- Various AV equipment needed by speakers and play money for use during interviews.

PROCEDURE

1. Students are introduced to the overall concept of the careers unit early in the year. They are reintroduced to the idea just before it is to begin. They are instructed about proper behavior during speakers' talks and about overall behavioral and academic standards before the unit begins. They are also informed as to how they will be evaluated throughout the unit.

2. Students are instructed to interview at least three people about their jobs/careers. The people to be interviewed can be family members and they are encouraged to interview at least one non-family member as well. This is due one week after assigned. This is assigned through reading class and is evaluated as an assignment.

3. The interviews are evaluated and a file is made of the people who answered "YES" to the question "Would you be willing to come to my school and share your career with more students?"

4. Next, job skills are taught in various classes: resume and cover letter writing in English, interviewing skills and how to fill out applications during reading, how to make change during math.

5. To "kick off" the career speakers portion of the unit a large group presentation is planned. A speaker is scheduled for the entire group. This presentation is motivational in nature, concentrating on such topics as the value of education, developing a positive work attitude and the role of a career in becoming a happy, productive member of society. If possible, choose a former student as the speaker.

6. All teachers involved schedule small group speakers. Speakers come from the student-generated interview file, various agencies within the community that normally provide educational speakers (Fire Department, Police, local newspaper, hospitals, local colleges), personal contacts, and suggestions from students (local DJ's and TV news personalities).

Each student is required to fill out a Speaker Evaluation Form and to write a thank you note to each of the speakers. These can be collected at the end of the week and graded as an assignment.

Small group speakers are scheduled two class periods per day twice a week. Students are exposed to a total of 12 small group presentations. Students are allowed to choose which presentations to attend and normal class schedules are rearranged to accommodate. Have each teacher prepare a career presentation to fill in for the occasional speaker who may have to cancel.

7. After three weeks of small group presentations, another large group speaker is scheduled to end this portion of the unit. This is again a more general presentation stressing the value of education and the importance of making the right decisions when planning a career.

8. The next stage of the career unit is the mock student interview. Students have written their resumes and cover letters and have filled out an application. They have learned interviewing techniques, such as appropriate dress, how to introduce themselves, and how to make proper change (this is part of each of their mock interviews). A three hour time block is scheduled for the interviews. Eight to ten interviewers are scheduled - these include school counselors, principal, administrative personnel and people from outside the school who are involved in interviewing as a part of their jobs. The library is transformed into a personnel department with a very official atmosphere. Students enter the library in small groups and wait in the "waiting area" for the interviews. Interviewers evaluate the students and "hire", "hold" or "file" their applications. Students are not graded on their interviews but are told (later) whether or not they are "hired".

9. Students who are not being interviewed are involved in various career related activities. These include such things as reading want ads, further research into careers of their interest, taking a careers spelling test, and other activities created by the team teachers.

10. The day after the interviews the students are told who was "hired" based on interviews the previous day and they receive a certificate of congratulations. This is a good time to discuss the "Vehicle Day" presentation the next week.

11. Vehicle Day is the culminating activity for the careers unit. Various agencies and private businesses have been contacted and have agreed to bring their career vehicles to the school. Approximately 25 to 40 vehicles gather in the parking lot. Students have several sheets to fill out while exploring the vehicles and discussing the related careers with the drivers. Vehicles include such things as: fire truck, police car, electrical department truck, bus, bread delivery truck, cement truck, flower delivery van, hearse, limousine, cab, etc.

A student evaluation sheet is handed out to determine the strengths and weaknesses of the careers unit from the student's perspective.

The following forms are needed:
- Interview form
- Speaker evaluation form (see sample)
- Personal information sheet for resumes
- Teacher-made "worksheet" for reading want ads

- Interview evaluation form
- Vehicle Day evaluation form
- Vehicle Day questionnaire (to be filled out by students as they talk to the vehicle operators—includes questions such as: "Which vehicle can haul the most?"; "Which vehicle has the biggest tires?"; "Which vehicle needs the most training to run?"

Letters:
- Confirmation letter to speaker
- Thank you letter to speaker (student thank you notes accompany this)
- Confirmation and general information letter to those who will be interviewers
- Thank you letter to interviewers
- Confirmation letter to "Vehicle Day" participants
- Thank you letter to "Vehicle Day" participants

Name ______________________________ Date ______________

SPEAKER EVALUATION SHEET

1. Speaker's name ____

2. Speaker's occupation ____

3. How long has this speaker been in this occupation? ________________________

4. What kinds of classes would be useful to take if you were interested in having this job?
____
____

5. Is there a lot of job competition in this career field? Can you explain why?
____

6. What part of this job sounds like fun to you?_______________________
____

7. What part of this job does not sound like fun to you? __________________
____

8. What kind of advancement could you expect to find in this job field?___________
____

Exploring Employment

Relating school learning to community careers

LEVEL
Middle School, Junior High (Learners At-Risk)

PURPOSE
Providing an on-the-job experiences for middle school students.

OBJECTIVES
- To increase understanding of the basic duties and responsibilities of an employee in a specific job.
- To increase self-esteem and self-confidence.
- To broaden the self-concept to include a greater variety of possibilities for future employment.
- To increase appreciation for the need to learn all one can while in school.
- To increase motivation to stay in school through graduation.
- To increase ability to communicate effectively with people in authority positions.
- To increase personal responsibility and reliability.

TIME
Six to nine weeks, one or two 45 minute periods daily.

RESOURCES
Supervisor's evaluation of employee (sample included)
Student's evaluation of experience (sample not included)

PROCEDURE
1. Tour your school neighborhood to determine possible job sites for your students. Almost any business has small odd jobs and errands that are part of its daily routine so don't be too particular.

2. Go to each business or job site you wish to have participate in your program. Explain to the owner or manager that you are developing a new program for your school that gives young people an opportunity to experience a work situation in the community. Explain some of the goals of the program that are listed above. Ask if they would be willing to participate by allowing a student to work for them, at no cost, for one half hour per day for a set amount of time. Stress that this will be a valuable learning experience for the student especially in the area of self-esteem and self-confidence.

Leo Schettler
Cherry Creek Schools
Laredo Middle School

3. Check with school administration regarding insurance and liability issues. Enlist 6-8 businesses to participate at first and continue to increase the number of community businesses participating. Be sure to notify them of the exact time period the student will be working.

4. Develop a generic employment application and a weekly evaluation form to be filled out by each employer.

5. Develop a parent permission form and develop a student evaluation form.

6. Determine students you believe will most benefit from the experience. Discuss expectations regarding behavior, good work habits, etc. and then arrange mock interviews. Evaluate interview with each student. Arrange for transportation to and from job sites. Determine and carry out schedule changes necessary for each students.

7. Meet with students as a group once every 2-3 weeks to discuss and debrief the experience. A questionnaire may be used to provide a structure for more meaningful discussions. Students may be asked to respond to the questionnaire in front of the group. Grades for this exploratory class are determined by the weekly Employer Evaluation.

JOB-IN-THE-COMMUNITY

Supervisor's Evaluation of Employee

Name of Student ______________________________ Date _______________

Name of Business ____

Name of Evaluator ____

Please circle the word that best represents your opinion about the student's present performance on the job.

1) Appropriate physical appearance (cleanliness, grooming, hygiene, etc.)
EXCELLENT GOOD FAIR POOR

2) Courtesy - friendliness - positive attitude
EXCELLENT GOOD FAIR POOR

3) Willingness to work - follow instructions - accept limits
EXCELLENT GOOD FAIR POOR

4) Stays on Task - keeps busy and productive
EXCELLENT GOOD FAIR POOR

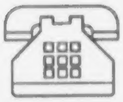
5) Quality of Work
EXCELLENT GOOD FAIR POOR

6) Attendance - attends every day or notifies you when not coming.
EXCELLENT GOOD FAIR POOR

ADDITIONAL COMMENTS:

Reach Out and Touch Someone

Exploring career preferences through telephone interviews



Leo Schettler
Cherry Creek Schools
Laredo Middle School

LEVEL
Middle School, Junior High, High School

PURPOSE
Increasing career awareness, knowledge and understanding through phone interviews of professionals in a variety of careers.

OBJECTIVES
- To develop interview skills.
- To learn a variety of job titles and be able to explain in detail the activities, requirements, salary, benefits, joys and frustrations of those jobs.
- To increase self-confidence in the area of personal communication.
- To be better able to define career and occupational dreams and desires.

TIME
Two to three week unit

RESOURCES
- Speaker telephone
- Telephone directories
- Interview outline
- Tape recorder
- Telephone tap microphone

PROCEDURE
1. Introduce unit by describing the stages of the unit from beginning to end. Brainstorm with the class as many occupations and careers as possible in five to ten minutes. Write them on the board.

2. Discuss with your students their own aspirations and dreams for future employment. Have each student list three to five occupations about which he/she is especially interested. Have each student look through a copy of the Yellow Pages to find and list the names, addresses and telephone numbers of persons or companies related to his/her personal career interests.

3. Have each member of the class now develop an interview form designed to get as much information as possible in ten minutes of questioning. The first question should be something like this:

"Good Morning (afternoon), Mr./Ms. ____________. My name is _____________. I am a student at ____________ and am studying different occupations. I have been asked to conduct an interview of someone in the _______ (trade, business, service, profession, field). Would you mind answering a few questions about your work? It will take only a few minutes of your time. (Wait for answer.)

If the answer is "no", wish them a good day. Say goodbye and hang up.

If they say "yes", say, "That's great! I really appreciate your help. What is your name? __________ (Say his/her name), do you mind if I record our conversation so I can share what I learn with other classes? There are other students here in class with me as well, would you mind if I switch to the speaker phone so they all can hear you?" (Most will not mind being recorded and some will object to speaking with the whole class.)

3. The rest of the questions will be designed and written by the student. Check them over before allowing them to be used. Make adjustments on inappropriate questions.

4. Have each student read his interview questions to the class to get their critiques and observations or suggested additions. Allow time for changes.

5. Have each student pick someone from the Yellow Pages to call for an interview in front of the class. Discuss how they may be granted an interview right away and may have to try again later. Or they may be turned down flat. Try to prepare the students for a variety of reactions. Some people will think it's a prank call, others may laugh and be uncomfortable, some may be rude and hang up and some will be pleasantly surprised.

6. Each interview should be discussed afterwards to see what was learned by the class. Share your reactions and try to get students to discuss their thoughts, feelings and opinions about the various professions and occupations represented in the interviews.

(Be sure to thank the interviewee for his time and willingness to answer your questions)

See following page for SAMPLE QUESTIONNAIRE

REACH OUT AND TOUCH SOMEONE

Career awareness sample questionairre

1. What is your name?____________________
   What is your job title?____________________
2. What is the name of the company or business where you are employed?
   ____
   How long have you worked there?____________________
3. Could you describe in detail what exactly you do in your job? ____________________
4. What do you think is the most interesting part of your work? ____________________
   The least interesting?____________________
   The most aggravating?____________________
   The most rewarding?____________________
5. What technical skills, if any, are required at your job? ____________________
6. What "people skills" are most important in your job?____________________
7. What kind of education is required to do the work you do?____________________
8. Would you recommend this line of work to others who are still in school?__________
9. What benefits does your position give you?____________________
10. Do you feel you receive adequate compensation for the work you do?__________
11. I'd like to ask a general question about how to keep a job. What do you think is the main reason that people get fired from jobs?____________________
12. How do people generally get promotions and advances in their jobs?__________

THANK YOU

Career Chronical

Researching career options through journalistic reporting

Peter W. Benjamin
Jefferson County
Public Schools
Bear Creek High School

LEVEL
Middle School, Junior High, High School

PURPOSE
Exploring the world of work by researching and presenting a career to the class and then pooling all information in a careers newspaper.

OBJECTIVES
- To encourage exploration of various career options.
- To thoroughly research a specific career.
- To create a "careers" newspaper.
- To make a presentation in front of a group (class).

TIME
Varies depending on whether done as a unit or spread out over semester or year.

PROCEDURE
1. The class career newspaper format would include articles that cover a wide range of knowledge on the world of work. A few of the topics include:

A. general information on career choices
B. discussions on particular jobs
C. editorials and editorial cartoons concerning the working world
D. college information
E. articles on the world of work that appear in the local newspapers

2. For example, if the student chose to report on the career of fashion modeling, the breakdown of the steps that would lead to the "newspaper format" is as follows:

A. Do research on the career of the model.
B. Write a rough draft of the information.
C. Proof-read the rough draft and make the necessary corrections
D. Write the final draft.
E. Type the final draft into three columns (newspaper format) and include a found picture to accompany the article.
F. Think up a "catchy" title to go along with the article.
G. Have the article or report mounted onto the newspaper.
H. Have the student read the report on modeling to the class from the newspaper, so all can learn of this particular career.
I. Have the presenter available to answer questions from the other students on the career choice.

Ready, Set, Work (Community Class)

Exploring careers through job-shadowing

Judy Nelson
Englewood Public Schools
Englewood High School

LEVEL
Middle School, Junior High, High School

PURPOSE
Experiencing firsthand the social, communication, and vocational expectations of a variety of jobs.

OBJECTIVES
- To explore a variety of available jobs.
- To determine job interest areas.
- To develop appropriate social skills.
- To acquire a variety of job skills on several job sites.
- To demonstrate receptive/expressive communication with supervisors and peers in the workplace.
- To use public transportation to go to and from work at scheduled times.

TIME
Ongoing

PROCEDURE
1. Arrange job shadowing with local businesses including: nursing home, drycleaners, one hour photo lab, grocery store, ten minute oil change, movie theater, motel, bakery, factory, restaurant, hospital.

2. Example nursing home: Determine closest nursing home and schedule an appointment with the volunteer coordinator. Tour facility with students and target a variety of areas students could be paired with workers such as housekeeping, laundry, patient care.

3. Schedule dates and times of job-shadow visitations. Develop some type of compensation system at school, e.g. extra credit grade; free lunch, etc.

4. Have job coaches or other responsible adult accompany student to help coordinate, trouble shoot, and assist in any way needed.

Careers in Aviation

Exploring careers in aviation

LEVEL
High School

PURPOSE
Providing students with a broad base of experiences related to careers in aviation.

OBJECTIVES
- To participate in class discussions, guest lectures and field trips related to careers in aviation.
- To fly a plane at the end of the course.

TIME
One semester—18 class contacts

RESOURCES
Community resources (airport, air force personnel, etc.)
Aviation careers can include:
Air Force
Traffic reporter
Cropduster
Commercial airlines pilot
Radar communications
Transport technician

PROCEDURE
The activity is designed as an 18 week course where guest speakers, videos and field trips are the vehicles to deliver the information. The course ends by students flying a plane from Centennial Airport.

General class topics include:
Synchronized flying
General Aviation
Soaring
Flight Training
Air Traffic Control
Aviation History
Weather
Military Aviation
International Aviation
Public Affairs
Attitudes Toward Flying
Flight Service
Flight Preparation

Specific flying topics include:
Reading Maps
Flight Plans
Weather Briefing
Navigation
Radio Communication
Fuel Consumption
Airports
Types of Aircraft

Richard J. Cozza
Cherry Creek Schools
Smoky Hill High School

Job Shadowing

One Facet of a Mentorship Program

Increasing knowledge of rewarding occupations through job-shadowing, discussions and creative writing activities

Winifred N. Thornburg
Delta County School District
Cedaredge High School

LEVEL

High School

PURPOSE

Providing students with a realistic view of occupations to enable them to make intelligent choices among suitable careers. Increasing students' options for choosing a rewarding career.

OBJECTIVES

- To increase knowledge of available career/vocational options.
- To identify several pros and cons of at least one career of interest to the student.
- To job shadow at a self-selected business.

TIME

Two weeks preparation. One day to one week for actual activity.

RESOURCES

- List of possible employers (generated from yellow pages)
- Student enrollment list
- Develop a mentorship brochure
- Publication notice
- Student/employer list

PROCEDURE

1. Discuss with the student his/her areas of interest and assist students in identifying a possible job-shadowing site. Make a list of student choices on an employer list.

2. One to two weeks prior to job-shadowing week, contact each employer (by phone or in person) to set up job-shadow appointments for the students. Confirm those that the students have arranged. (Alternate days may have to be arranged if the stated days are not convenient.). Post the list so students can see when they will be job-shadowing.

3. Discuss goals for the day. Following individual building procedures, notify teachers of the students projected absence from their classes.

4. On the day preceding the job-shadowing day, have students confirm each appointment—reschedule any necessary changes. Ensure all students arrive at and leave site safely and on time.

5. Have students write thank you notes to participating businesses. Submit general thank you note to businesses to the newspaper as a letter to the editor.

6. Provide students with instructions for writing a paragraph containing five ideas the student observes about the job they shadow. Have students submit their paragraph as evidence of completion of the shadowing.

7. Have a follow-up discussion with the students discussing the shadowing experience and the information gained regarding their career interests.

REFERENCES

Dropout Prevention Program of Montrose County Schools
John Thompson, Director

School Businesses

The acquisition of skills to create, operate, and manage a student-run school business

Inter-School Mail Route

Learning work skills and attitudes through delivering school mail

Susan Crockett
Cañon City School District
Lincoln Elementary

LEVEL

Special Education (all ages)

PURPOSE

Increasing student awareness of the responsibilities and attitudes necessary in keeping a job through delivering indistrict school mail.

OBJECTIVES

- To learn to sort pre-marked mail into boxes using a number system 1 through 11.
- To be able to enter all school and administrative buildings in the district, collect the mail for distribution, and drop off the correct mail in the appropriate location with minimal or no teacher assistance.
- To demonstrate appropriate social behavior.
- To develop the motor skills necessary to leave the car, enter a building and handle mail while holding a bag in one hand without assistance.
- To develop an understanding of the importance of avoiding mistakes and causing delays to the entire group.
- To develop an understanding that the job is not finished until all the mail is delivered.
- To develop an understanding that a neat appearance and clean body are important while working.
- To learn to communicate with persons outside the regular classroom and school.
- To give adults and children in buildings (outside your school) the opportunity to see handicapped students providing a needed service and behaving appropriately.

TIME

In the example the district mail delivery takes about one and one-half hours a day. Mail is delivered each school day of the year.

RESOURCES

- Transportation
- Sorting Boxes—one for each building or delivery area
- Mail Bag (i.e. plastic beach bag)
- ID Tags for Students (optional, but helpful)
- A pen to mark mail with correct number
- Sunglasses for students (optional, but helpful)

PROCEDURE

1. The teacher drives, following the same route each day. Small groups of students (approximately three) take turns dropping off and picking up the inter-school mail in each building. After the students are trained, the teacher does not leave the car.

2. After the mail is picked up, the teacher marks it with a number representing its destination and the students sort it into the correct box. Students then pull the mail for the next drop off.

NOTE: Deliver and pick up mail at each location to avoid repeating the route.

3. Rules:
- a. If the car is moving, your seat belt is on.
- b. Work as quickly as you can.
- c. Be careful not to make mistakes or "dump" the mail.

Evaluation

If all the mail is delivered at the end of the route, everyone has done their job correctly.

COMMITTEE SUGGESTIONS

This activity could be done in one school building or buildings within walking distance.

Juice and Cookie Sale

Selling juice and cookies to students and staff members

Susan Crockett
Cañon City School District
Lincoln Elementary School

LEVEL

Elementary and Special Education (all ages)

PURPOSE

To introduce students to the general responsibilities involved with working, handling and counting money and dealing with people in a customer-clerk relationship through selling juice and cookies at school.

OBJECTIVES

- To demonstrate an understanding of the importance of fulfilling responsibilities when assigned a job.
- To accept money from customers and sort it into the correct section of a change tray.
- To stack coins for easy counting in amounts of $1.00 (for quarters), $.50 (for dimes), $.25 (for nickels) and $.05 (for pennies).
- To use a calculator to find the total amount earned each day.
- To demonstrate the ability to listen to, wait on and be polite to customers.
- To demonstrate an understanding of the importance of good grooming while working.
- To handle merchandise while wearing a plastic glove.
- To understand the value of work and how to spend the profits.
- To interact with peers in the school building.

TIME

Minimal for set up and ordering of supplies. Actual time allowed for sale is flexible. For example, juice and cookies can be sold at recesses three times a week during warm weather.

RESOURCES

- Sale location
- Table and three chairs
- Money tray
- Supplier of prepackaged juice; for example, 4 oz. packages can be purchased from a local dairy for 12¢ each and sold for 25¢ each.
- Supplier of cookies; for example, purchase from a local bakery at 5¢ each and sell for 10¢ each.
- Plastic gloves for handling cookies.
- OPEN/CLOSED sign (optional)
- Coins (to make change)
- Refrigerator to store juice
- Trash can for disposal of juice containers
- Calculator

PROCEDURE

1. Approximately five minutes before sale begins, students begin to set up table and chairs. The money tray with $1.00 worth of change; place cookies and one tray of juice go on the table. A trash can is placed outside for customers to use. The OPEN sign is placed in the window.

2. Students are assigned jobs of Cashier, Juice Handler, Cookie Handler and Stock Person. The Cookie Handler wears a plastic glove.

3. As customers come to the table, they order and pay the Cashier. The Juice and Cookie Handlers fill their orders. The Stock Person watches to see that all supplies are adequate.

4. When sale is finished, Cashier counts and stacks the coins. He then uses a calculator to total profits, being sure to allow for the $1.00 originally put in for change.

Evaluation

If the juice and cookie sale goes smoothly, all students have performed their assignments satisfactorily.

AUTHOR'S NOTE

Our students have severe handicaps and therefore require some supervision to help sell and count the money. However, we have found that by letting all students partially participate in the beginning, they are now managing with minimal support.

Teacher Assistance Service (TAS)

Introducing skills necessary to work in an office

LEVEL

Special Education/Special Needs (all ages)

PURPOSE

Introducing students to the proper attitudes and behaviors associated with performing clerical office type duties.

OBJECTIVES

- To demonstrate the ability to attend to and stay on assigned tasks for an extended period of time.
- To understand that once a task is undertaken, it needs to be completed.
- To demonstrate the ability to be working and cooperative members of the group.
- To demonstrate abilities to staff members and students in the school building.
- To learn various skills necessary to work in an office, such as collating, sorting, matching, counting, alphabetizing, cutting and paper clipping.
- To become familiar with other staff members and students by delivering finished projects to teachers in their rooms.
- To practice number skills by delivering finished projects marked with classroom numbers.

TIME

Flexible. For example, spend approximately one-half hour each day with TAS projects.

RESOURCES

Depending on the projects accepted, the following are useful:

- Work and Storage Areas
- Table and Chairs
- Trays for holding pages, (i.e. use the cut-off boxes that are used to stack cans of pop.)
- Scissors
- Paper Cutter
- Hole Punch (single, double, triple)
- Staplers (manual and electric)
- Elastic Bands, Paper Clips to group pages
- Paper and Pen to label projects for delivery

Susan Crockett
Cañyon City School District
Lincoln Elementary

PROCEDURE

1. Put out a memo or make an announcement that your class will complete clerical-type projects for staff members. Some suggestions could include collating tests, putting together unit workbooks, alphabetizing folders, counting or sorting objects, etc.

2. Each project should be set up so that each student has a small part to do. Many projects can be handled in an assembly-line fashion.

3. All projects should be checked by teacher or older student to ensure quality. As each project is finished, students should deliver it to the staff member.

4. Usually one long term project can be undertaken (such as taking apart the kindergarten workbooks and sorting the pages) to work on between short term projects (like collating a four page test).

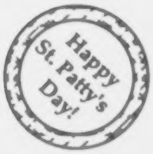
AUTHOR'S NOTE

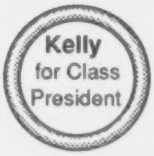
Some of our students have severe handicaps, but everyone has a job to do. For example, one child can simply hold the box of finished packets on his lap and not let it fall.

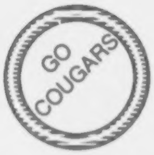
We have worked on projects for almost all the teachers in our building, and have been the "distribution company" for memos from the office for the last three years. This project has provided-some great "PR" for our program as well as given our students an opportunity to work together and practice valuable skills.

Button Business

Teaching students about entrepreneurship through operating a button business







Theresa Mullin
Mesa School District 51
Columbine Elementary

LEVEL

Elementary

PURPOSE

Involving students in the process of starting and maintaining a business including product development, borrowing money, marketing/advertising and sales.

OBJECTIVES

- To learn business management concepts and procedures.
- To develop responsiblity through securing a loan.
- To teach students practical life experiences.
- To understand profit and loss.
- To increase communication skills through interactions with the business community.

TIME

Ongoing, especially during math class.

RESOURCES

- Starter kits for business (Chamber of Commerce)
- Community Resources (such as loan officer at bank, local businesspersons)
- Button making equipment—bought with loan money
- Speakers, films and books on business

PROCEDURE

1. Discuss with students starting a classroom business making buttons for special occasions, such as: St. Patrick's Day, Easter, school elections.

2. Discuss the concept of owning and operating a business—invite a guest speaker from the community to talk about the risks and satisfactions involved in running a small business.

3. Take a field trip to a bank and arrange for a loan officer to talk to the class about borrowing money, interest, collateral, etc. Secure loan for the button business from bank if possible. Purchase or borrow/rent a button-making machine and purchase consumable materials.

4. Establish rotating teams in the class to be in charge of ordering, making product, advertising, selling, accounting/bookkeeping. Advertise and get contract orders.

5. Make buttons for special occasions (i.e., holidays) and sell in main hall before and after school and during lunch. With money made, pay back the loan and then spend on class outings and classroom materials.

Kids at Work

Enhancing cognitive and socialization skills through operating an in-school restaurant

LEVEL

Elementary

PURPOSE

Learning about real life skills by involving students in running a restaurant and helping them begin to recognize their strengths and aptitudes.

OBJECTIVES

- To increase writing skills through completing legible job application, meal orders, signs and plans.
- To improve money and measuring skills.
- To increase ability to follow directions through using recipes and other restaurant work.
- To enhance creativity.
- To further develop reading skills.
- To learn work attitudes through designing and running a school restaurant.
- To develop ability to work and cooperate with others.

TIME

This program can be used as a classroom center, or as an on-going, progressive unit that lasts the entire year.

RESOURCES

- Chart paper
- Job application form
- Evaluation form
- Certificates
- Restaurant location with cooking facilities
- Cooking, serving and eating utensils
- Food for preparation

DESCRIPTIVE INFORMATION

"Kids at Work" is intended to be used as one method of giving students opportunities to practice academic, social and job skills in a realistic setting.

PROCEDURE

The Restaurant

The Restaurant would best be used toward the end of the school year. Students have been informed throughout the year that the teacher will be keeping track of scores and/or grades in, such areas are:

Jean H. Evans
Academy School
District 20
Woodmen Roberts
Elementary

- Cooking activities
- Cleaning up
- Music/drama participation
- Leadership performance
- Handwriting
- Accuracy with numbers
- Effort in writing activities
- Cooperation and teamwork
- Respect for others

This information will be used in hiring students to work in the restaurant. All students will be hired.

Classroom and Field Trip Activities for the Restaurant

I. "Our Place"

Teacher records on chart paper the final choices and plans Students gain a sense of ownership for their restaurant by making group decisions about what it will be like and how to plan for it. Choose and vote on name for Restaurant. Choose and vote on types of foods to be served (with guidance by teacher). Also discuss how to acquire supplies. Choose and vote on clientele (discuss benefits of reservations). Brainstorm jobs and things that will need to be done before opening. Set tentative date for opening and number days to be open (with guidance from teacher).

II. "Get a Job"

Students follow steps to be hired for a specific job in the restaurant such as hostess, wait person, cook, bus person, kitchen helper, dishwasher.

a. Students are familiarized with steps for getting a job
b. Fill out applications (give large example)
c. Students are contacted about interview date (personal note or letter to each student in "mailboxes" if possible)
d. Students experience interview
e. Students are notified of job assignments
f. Students are notified of date/time to report to work ("Meet the Family" activity time)

III. "Meet the Family"

Students meet together to be introduced with new job titles and to hear job descriptions. A guest speaker talks to the class about starting a restaurant from first-hand experience. Invite other restaurant workers to describe their jobs in simple terms.

Students are encouraged to ask questions of guest speakers and try to find out as much as possible about their own assigned jobs.

IV. "Practice Makes Perfect"

Students practice skills required for jobs and must meet minimum requirements.

Each student is assigned a Job-Training Packet by job title and is given deadlines for each activity.

- example 1: Draw picture of yourself dressed for work and label work-related clothing.
- example 2: Complete checklist of steps to completing your job from start to finish (play-act, complete practice exercises when necessary)
- example 3: Divide sheet of paper into fourths. On the left half draw two pictures showing two different things going wrong on your job. Opposite each picture, draw what you would do to solve the problem.

V. "It's the Real Thing"

Students visit a restaurant and observe the jobs they have been "hired" for. After returning to school, students discuss what types of things each worker did in the real restaurant setting. Discuss "how you would do the same things in a school restaurant." Students write one good idea they discovered for doing their jobs well.

VI. "Let's See the Action"

Teacher meets with students by job titles (all waitresses).
Teacher reviews job packets with students, discusses dress for work.
Students send home invitations, take reservations. Hostess collects reservations at school and keeps list - information used for planning "Dry Run" and "Opening Day".

VII. "Dry Run It"

Students serve simplified "meal" from modified menu. You may want to use crackers, grapes, water as substitutions for the dry run. Students practice entire restaurant situation from start to finish, practicing all skills involved with another group of students from school, staff or both.

Meeting held afterward to get feedback on what went well, what did not go well, recommendations, suggestions. (Teacher takes notes on large chart paper, and manager runs this meeting. Students decide to have another "Dry Run" or to go for the "Big Time."

VIII. "Opening Day"
Students perform jobs for "real customers".

Suggestions
Plan to have adult assistants involved for kitchen supervision, hall supervision, possible cashier assistance (menu prices should be kept appropriate for grade-level skills being used). If "tips" are brought up, suggest that waitresses will be accepting handshakes, pats on the back, thank you's rather than money.

IX. "We Did It"
Students meet after cleanup to discuss what they felt good about, what problems came up and how problems were handled. Manager makes comments about his/her observations and compliments group for their efforts, makes recommendations for "next time" (teacher may want to assist here).

X. "Pay Day"
Celebrate with a party!

Teacher hands out evaluations with recommendations (to be discussed individually).

Manager hands out certificates of completion:
(You may want to have principal sign certificates along with manager).

CERTIFICATE OF COMPLETION

________________________ has successfully completed training and work experience for the position of ____________________, at (name of restaurant), from ____________________ to ____________________.

Manager ____

Principal ____

Laundry Management

Developing work skills through laundering and repairing game uniforms for school athletic departments

Linda C. Cogan
Florence School District
Florence High School

LEVEL

Middle School, Junior High, High School (Also Special Education Including Students With Severe/Profound Disabilities)

PURPOSE

Developing skills needed and awareness of factors involved in job situations.

OBJECTIVES

- To learn skills and responsibilities necessary to work in a laundry.
- To learn skills necessary to wash, fold and package laundry.
- To learn socialization skills necessary in job placement.
- To gain self-confidence by using abilities in school setting.
- To be accepted as an important part of the school.

TIME

On going (year-to-year)

RESOURCES

- Laundry facilities
- Detergent
- Spot remover
- Bleach
- Mops
- Hangers
- Baskets
- Bags
- Sewing machine
- Repair supplies
- Transportation for pickup and return of uniforms.

PROCEDURE

This service can be performed for football, basketball and track.

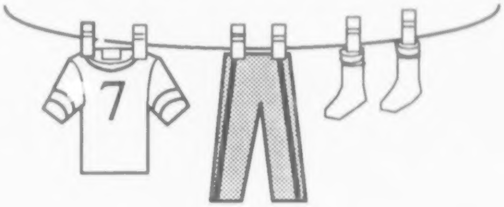
1. Students wash, dry and repair game uniforms for high school or junior high school athletics. Each day following a ball game the students will obtain dirty uniforms from contracting schools. The students sort count, wash, dry, fold and package uniforms with a 3-day limit. Necessary repairs are made to uniforms before return.

2. At the end of each season students help take inventory for each sport by washing and counting uniforms. Also sorting uniforms that need repair or those needing to be discarded.

3. The students are paid by reward coupons, redeemed for game passes, refreshments, purchases at school store or class store, preferential seating at sporting events, etc. The record keeping can be by chart and time clock to keep track of time worked and types of work done. Payment is in correspondence to amount, kind and time.

4. Recognition of work done is by plaque for school, classroom or home from coaches at athletic awards program.

Management can be done by teacher/teacher aide or custodial staff or coach.



EBC Eastlake Breakfast Corporation

Familiarizing students with how to operate a business by starting a breakfast store

LEVEL
Middle School, Junior High, High School

PURPOSE
Learning and experiencing real life business skills through the ownership and management of a student operated, in-school business selling breakfast items.

OBJECTIVES
- To demonstrate appropriate punctuality, attendance, absence notification and use of work time through participation in a school-run business.
- To become familiar with how corporations work through the sale of stock, quarterly reports and stockholders meetings.
- To participate in cooperative decision-making experiences as they relate to business.

TIME
At least nine weeks but could go all year approximately one hour per day.

RESOURCES
These vary with the type of business your students develop.

PROCEDURE
1. Discuss with students how business works; why are there business; what makes a successful business; what types of businesses are there; how/where do you get money to start a business. Have students brainstorm ideas for a class business that would meet a need in the school.

2. Have students organize into various departments such as accounting, advertising/marketing, facility planning and maintenance, personnel, purchasing to operate business. (See job descriptions.)

3. Each day brainstorm potential and real problems and route to specific department for solutions.

4. Finance the corporation through the sale of stock, open to the whole school and family members. Present stock certificates (can be made with the computer) to stockholders. Keep records of stockholders on index cards in a file to be used when sending out quarterly reports, dividends and invitations to stockholders meetings.

Laura Fishman
Adams County
School District 12
Eastlake Campus

5. Have the class write a quarterly summary report including financial information, management problems and their solutions, changes and personnel profiles and send to all stockholders. Pay dividends if voted on by stockholders at meeting.

6. Have each student work in the business for two weeks. Punctuality, attendance and use of work time are monitored by the manager and included as part of their grade.

At the end of the quarter each department member is evaluated by some other person in their department regarding their contribution to the project. These evaluations can be used as part of the course grade.

REFERENCES

- Project Business Consultant Manual
- Junior Achievement

AUTHOR'S NOTE

The author's class started a breakfast store which served ham and cheese muffins, pizza, toast, burritos, and donuts to Eastlake Campus students. This can be adapted for students in special education by using "regular education" students to serve as accountants and stockbrokers.

JOB DESCRIPTIONS - DEPARTMENTS

Accounting

A. Set up daily item count sheets.
B. Set up and monitor daily cash box receipts.
C. Keep track of money paid out vs. money made long-term and on specific items.
D. Make suggestions to management based on above items.
E. Work with departments to set up a budget for each department.
F. Make recommendations to stock company about dividends quarterly.
G. Make profit recommendations.

Advertising/Marketing

A. Evaluate needs of potential customers.
B. Make recommendations for menu to management.
C. Set up advertising campaign.
D. Make up flyers, posters, menus, coupons.
E. Meet with management to evaluate success of different menu items and advertising approaches.

Facility Planning and Maintenance

A. Layout cooking, counter and eating areas.
B. Set up safety and sanitary procedures.
C. Investigate different approaches to acquiring facility equipment.
D. Make recommendations to management for safety or sanitary improvements.
E. Check on clean-up bi-weekly.

Personnel

A. Set up job descriptions.
B. Set up application process for managers.
C. Set up evaluation criteria for workers and management.
D. Mediate employee/management problems.
E. Make sign-up sheets for daily work assignments.

Purchasing

A. Check out supplies and compare prices, quality, availability access.
B. Arrange for purchase of food and supplies.
C. Make lists of equipment, supplies, food.
D. Price food.
E. Take bi-weekly inventory.
F. Make up procedures which guarantee that food is in stock.

Stock Company

A. Make up stock certificates.
B. Work with accounting to establish price of dividends and stock.
C. Work with advertising to set up stock sales campaign.
D. Maintain lists of current stockholders.
E. Write up quarterly reports.
F. Distribute dividends.
G. Work with board of directors to set up stockholders meetings.

"You're in Business"

Utilizing resources available in the daily newspaper to explore entrepreneurship as a career option

Deborah Stipp
Mapleton School District
Skyview High School

LEVEL

Middle School, Junior High, High School

PURPOSE

Exploring entrepreneurship as a career option. Through this activity, students gain valuable insight into what it takes to be an entrepreneur, careers that people have developed from the result of becoming entrepreneurs, and students learn about entrepreneurship through using the daily newspaper—a valuable resource in our everyday living.

OBJECTIVES

- To understand what it means to be an entrepreneur in today's business world.
- To determine resources that are available to them and how to manage them as an entrepreneur.
- To experience a basic feeling of what it takes to open their own businesses through simulation.
- To explore various career opportunities available to them as they find examples of entrepreneurs in today's business world.

TIME

This mini simulation can take one week or as long as one month to complete. It can also be done over the period of a whole semester.

RESOURCES

- The daily newspaper (preferably one per student)

PROCEDURE

1. Assume that you are opening a business of your choice. Using the daily newspaper, clip words, pictures, ads, etc. and do the following:

A. Build a name for your business
B. Design your logo
C. Prepare your own classified ad for help
D. Design your own bumper sticker to advertise
E. Design a full page ad to run in the newspaper
F. Design your own business card

2. Collect ads from the classified section for what you will need to start your business—location, labor, equipment. Find items you will need for your grand opening.

3. Clip and read articles on enterprising entrepreneurs. What are some characteristics they all seem to possess. What are factors that will make their businesses successful or may make them fail?

4. Using newspaper advertisements, cut and mount ads for businesses where there is a great deal of competition and for those with little competition. What are similar words used to "sway" customers? What are special features and bonuses offered to customers? Who might be possible competitors for your business?

5. You're expanding your business and want to add additional help. Write a help-wanted ad for a specific position within your company.

6. Choose an ad from a financial institution where you might do business. Underline key words that affected your decision. What are some services that attracted you?

7. Find evidences in the newspaper of businesses that have failed in your community and compiled a list of possible reasons why. Identify who'll be affected by the failure and in what ways.

8. Find examples of newspaper articles that describe entrepreneurs in your community. What personal qualities makes this person successful? What will make this business successful or possibly fail?

COMMITTEE SUGGESTIONS

These activities completed by an individual student, small group or divided among a classroom.

An actual business could be developed such as a bake sale, school store, selling school products, etc.

The Sign Company

Teaching students a broad spectrum of business skills by operating school based businesses

David A. Thornsby
Colorado Springs
School District 11
Horace Mann Junior High

LEVEL

Middle School, Junior High, High School

PURPOSE

Learning how to run a business through developing custom cards and signs made on a computer including knowledge of the computer, budgeting, marketing, ordering and on-going bookkeeping.

OBJECTIVES

- To learn how to use the computer, printer and Print Shop software. Use of Computer Eyes video digitizer (optional).
- To learn how to fill out an order form.
- To learn how to use a balance sheet.
- To learn how to work with a budget.
- To learn how to deal with dissatisfied customers.
- To develop and market a product.
- To improve communication skills.

TIME

Initial instruction of how to use the computer, printer, software and order forms properly will take three weeks of classroom time. Use of the balance sheets and budget will take approximately two weeks. The entire project will last all school year.

RESOURCES

- Apple IIe or GS
- Printer
- Printer paper
- Print Shop software (including Print Shop Companion and Graphics Libraries)
- Teacher made budget and balance sheets. These may be set up using word processor or the Budget Maker from Scholastic's Microzine - Vol. 9.

PROCEDURE

Step 1

Learn the components of the computer system:

A. Identify the keyboard
B. Identify the monitor
C. Identify the disk drive
D. Identify the printer
E. Quiz; teacher made

Step 2

Learning how to operate the computer system:

A. How to turn on the system

B. How to boot a disk

C. Quiz; teacher-made

Step 3

Learn how to work with the Print Shop software (optional, video digitizer software):

A. Learn how to use specific software.

B. Learn the different options available on Print Shop, (optional, video digitizer software)

C. Make sample cards, signs, calendars (optional, video images)

Step 4

Determine products and print samples (products can include signs, banners, greeting cards, labels, video images, announcements).

Step 5

Learn how to fill out sample order forms:

A. List the different sections of the product

B. List what the customer wants

Step 6

Learn what a balance sheet is using Microzine's Budget Maker or teacher made balance sheets:

A. Learn about transactions

B. Learn about deposits and withdrawals

D. Quiz; teacher-made

Step 7

Learning how to make a budget:

A. Learn to recognize a profit from a loss

B. Learn what supplies are needed

C. Learn appropriate time to order from information gained from the balance sheet

D. Quiz; teacher-made

Step 8

Learn how to advertise the products:

A. Make sample products

B. Post products in the school building

C. Write advertisements for daily announcements on the intercom system

Step 9

Begin to take actual orders:

A. Set up a table in the cafeteria during the first week of business
B. Take the orders
C. Produce the orders
D. Deliver the orders to the customers

Step 10

Relocate The Sign Company to the classroom after first week:

A. Take orders through a sign-up sheet
B. Send out tickets to students who have signed up
C. Take the order
D. Produce the order
E. Deliver the order

Step 11

Create and maintain a current weekly balance sheet:

A. Enter transactions using the Budget Maker or teacher created balance sheet
B. Deposit money in The Sign Company account located in the office

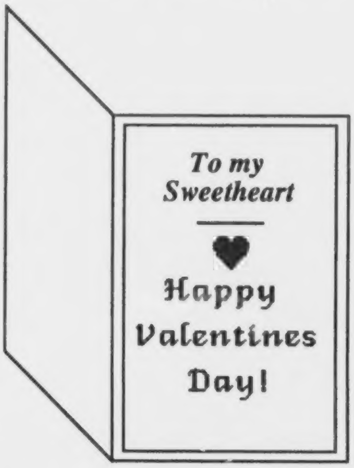
Step 12

Create a budget:

A. Determine what needs to be ordered
B. Determine if there are sufficient funds
C. Order new supplies

REFERENCES

inCider magazine (Print Shop and Computer Eyes)



Relating Careers to School Subjects

The connection between specific school subject areas and available occupations directly related to these areas

Wrapping Paper Tessellations

Teaching how geometry is used in product development such as designing wrapping paper and floor tiles

Sophie B. Bertalan
Aurora Public Schools
West Middle School

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Enabling students to create geometric designs (tessellations) and encouraging them to consider practical applications for such designs.

OBJECTIVES

- To present students the concepts of slides, rotations, flips and patterns as part of their math curriculum.
- To enhance student awareness of what tessellations are and the work of geometricians such as Roger Penrose and artists such as M.C. Escher.

(Roger Penrose, a world-class theoretical physicist and geometrician, has produced patterns by interlocking jigsaw pieces that have become the famous Penrose tiles. M.C. Escher has utilized tessellation patterns to produce designs for wallpaper and gift wrapping paper.)

TIME

Two fifty-minute class periods

RESOURCES

- Tagboard squares
- Scissors
- Scotch tape
- Crayons
- Watercolors
- Paper (butcher-block)

PROCEDURE

1. Introduce the concept of tessellations: filling a plane with a pattern. Discuss and develop a handout of people who have capitalized on this idea, highlighting the work of Escher and others.

2. Connect the concept of tessellations with real-life occupations: wallpaper making, floor-tile and wrapping paper construction.

3. Have students select or create a design and then cut a pattern out of tagboard.

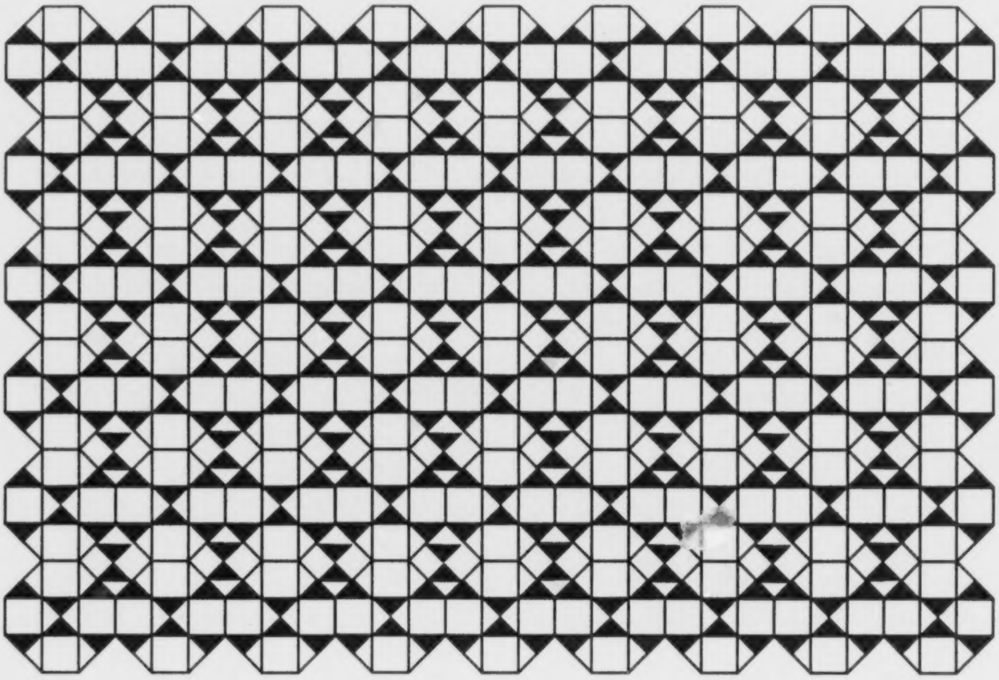
4. Place this tagboard pattern in the middle of a 9"x12" paper and trace. Then slide, flip, or rotate the pattern and trace it again. Continue sliding, flipping, or rotating the pattern and tracing it until the page is filled with designs.

5. Color or paint the designs as desired.

AUTHOR'S COMMENT

When teaching tessellations, I relate to the mathematical concepts of slides, flips and rotations since these are the methods of creating the designs. Students can simply slide the design across the page and repeat each row until the paper is full. On the next level, they may flip the design so that up is down and down is up. The highest level of design is rotating the design in a clockwise or counter-clockwise direction from the middle of the paper outward. Some of my artistic students overlapped designs and were pleased with the results.

WRAPPING PAPER TESSELLATIONS EXAMPLE:



Science Festival

Have a science fair to expose students to a broad spectrum of science- related careers

Steve Schultz
(for the Columbus Elementary Staff)
Mesa School District 51
Columbus Elementary

LEVEL

Elementary (Can be Adapted to Middle School)

PURPOSE

Providing students with exposure to a broad spectrum of professionals and their science-related careers.
Involving the business community in a major educational event aimed at all levels of ability.

OBJECTIVES

- To recognize connections between science concepts taught in school and their application in various career fields.
- To gain an appreciation for a variety of science related careers.
- To apply steps of the scientific method as they experience a variety of age- and ability-appropriate hands on activities.
- To utilize critical thinking skills.
- To apply group interaction skills while working in small groups.
- To enhance awareness in community presenters of the total educational process (across all ability levels) by their participation in a science festival.

TIME

Approximately three months. This time frame includes the organizing and preliminary activity phase as well as the culminating day long event. The time could be longer or shorter as the specific needs of a teacher or group of teachers dictates.

RESOURCES

- The specific materials needed will depend on the needs of the presenters as well as the specific hands-on activities that are chosen.

PROCEDURE

The total "Science Festival" can be divided into three components. Each is described below.

1. Recruitment of community resources

When planning begins, the organizing committee (or individual teachers) should brainstorm a variety of topics and careers related directly or indirectly to science and its application. The list should then be divided among the organizing committee. Each planner contacts individuals to present each topic. Businesses, governmental agencies, local colleges, Health Care professionals, and even High School Science Departments are excellent sources for willing presenters.

A. Each person contacted should be asked to present from one to five sessions of approximately 45 minutes each. They should also be encouraged to include as many hands on experiences as possible. Emphasize that they will be dealing with groups of ten to fifteen children with a variety of abilities.

B. Once the presenters have been contacted, it is essential to maintain contact so they have ample opportunity to notify you of special needs for space or equipment. Repeated contacts will also let them know you are really interested in what they have to offer.

C. The number of presenters you need will be determined by the number of students involved. It is very important to keep the groups small. This allows for maximum student involvement in each session. Small groups are also less overwhelming for the presenters.

D. When the recruiting process is complete, divide the presenters into tracks of five to six sessions each. Every effort should be made to provide variety of science fields in each track. Students can then choose a track that interests them during a sign-up conducted several days prior to the Festival. Obviously, the schedule can be adapted to fit the specific needs of a teacher or group carrying out the project.

2. Preliminary Activities

While the planning process is going on, efforts should be made to build student interest in the event. This can be accomplished in a variety of ways. The key is to lay ground work for students to practice science skills that may go beyond the basic science curriculum. Here are a few possibilities.

A. First of all, you could plan a science fair. This fair should be initiated at least three months prior to the Festival Day to allow students enough time to complete the project. This activity should not be limited to just gifted and talented students but should include all students. Planning and support will ensure success of any interested student regardless of his or her ability. Each interested student should be given a list of possible topics, a time for completion of the project, and printed instructions for doing the project, including information on the scientific method. Weekly meetings should follow throughout the course of the project to provide guidance and support each step of the way. The completed projects will be displayed on the Science Festival Day.

B. Another preliminary activity would be an "Invention Convention." The advantage to this activity is that it can be easily adapted to all grade levels (K-6) and could provide some real hands on experience through inventing a new product concept or idea.

C. Classes could choose a science activity from their science text or other resource to sponsor for the Science Festival. Each class would try the activity weeks prior to the Festival. In the process, students would be practicing a variety of essential science skills (e.g., hypothesizing, observing, experimenting, interpreting data, drawing conclusions, etc.). Then each class would gather the necessary materials, make posters and signs describing how to complete the activity, and set it up in a booth for use in the Science Festival "Room of Exploration."

3. Room of Exploration

The third component of the Science Festival is development of a room where nothing happens but hands-on Science. Such a room is especially important in meeting the needs of students with a wide variety of abilities. This "Room of Exploration" should be included as a session on every student's schedule for the Festival Day. Its purpose is to allow students to practice independently the science skills rehearsed in the preliminary activities.

A. It should be a room (gym, cafeteria, or other large room) divided into booths or sections. Each booth or section should contain a learning center that students can select and experience on their own. The learning center can be set by class (as described in Preliminary Activities above) or set up by a group of teachers or parent volunteers. The specific activities can be taken from a variety of science activity books on the market. Such books provide all the essential directions and require no special science training to set up. You may also find that some of the recruited presenters would fit in that kind of setting. Check your local museums for hands on displays you can borrow. It goes without saying that activities should cover a range of difficulty so that every student will be able to meet success. (See the list of possible booth activities below.)

Possible Learning Center Topics:

a. Build a solar hot dog cooker
b. Experiment with paper sails in a kiddy pool of water
c. Build paper airplanes
d. Build circuits with batteries and bulbs
e. Experiment with light and shadows

f. Simulate an Archeology dig (in a kiddy pool of sand)
g. Experiment with mirrors
h. Observe animals—snakes, hamsters, lizards, etc.
i. Use old nuts and bolts and other objects to invent something
j. Display model lungs (Cancer Society)

B. In addition to the booths, science related decorations, signs and posters should be used to attract student attention and reinforce science concepts and vocabulary. Science Fair Projects and or student "Inventions" should be displayed in this room as well.

C. The three components described above represent a large undertaking. However, the impact on students from this positive interaction with professional resources from the community makes the effort well worth it. With those thoughts in mind, the final step is some form of evaluation.

D. A variety of approaches could be used. One possibility is to plan a time at the end of the Festival for students to meet in their regular classrooms. At that time students and teachers can discuss the day's events or summarize their experiences through a teacher designed pencil and paper activity. Other follow-up could be carried out during the following days with a variety of language experience activities appropriate to individual students' age and ability.

E. Finally, feedback from the recruited presenters should be obtained through an evaluation survey. It is essential that all participants be allowed to have some final opportunity for feedback if the maximum benefits of this activity are to be realized.

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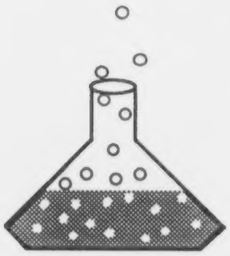
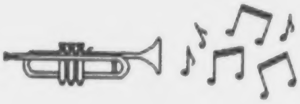


Careers in Music, Math and Science,

(Applicable to any area of careers)

Acquainting students with careers related to academic areas



Cynthia Poppe

Widefield School District 3

Webster Elementary

LEVEL

Middle School, Junior High

PURPOSE

Acquainting students with the possible careers in the field of music, math, science; Reasearching specific careers; and creating a resume

OBJECTIVES

- Academic skills: To read, research, interview, write.
- Critical thinking skills: To create, decide, brainstorm.
- Life skills: To observe, interview, call.

TIME

Six to eight hours over a four to five week time span

RESOURCES

- Library, research sources

PROCEDURE

1. Students brainstorm a list of possible careers. Make and pass out copies of brainstormed list.

2. Each student selects a career. Imagine a day in the life of that career and write a brief schedule.

3. Fact-finding: Research and create a presentation about that career. Utilize as many resources as possible; such as, write a letter to someone famous in the field and ask if you could interview them by phone or mail; visit TV or radio station, encyclopedias, library books.

4. Present project to class:

A. Oral report

B. Provide guest speaker and interview him/her

C. Video/slide show

D. Act out an occupation

E. Survey class for three top favorite careers

F Discuss education necessary for a career in the chosen field

G. Review the components of a resume

H. Compile a resume for chosen career

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Introducing Career Concepts in the Mathematics Classroom

Using magazines to learn new information in the field of mathematics and science

Joel Cotton
Garfield School District
Rifle High School

LEVEL
Middle School, Junior High, High School

PURPOSE
Stimulating interest in technically, scientifically and mathematically related careers.

OBJECTIVES
- To be able to describe some careers available to students should they choose to pursue mathematics or science after high school.
- To understand some of the new theories and products that are continually being developed.

TIME
Five to ten minutes twice each week at the beginning of the period. This project is ongoing throughout the year.

RESOURCES
- Magazines: Omni, Discover, Popular Science, National Wildlife, National Geographic

PROCEDURE
Allow students to select a magazine for browsing. Have them keep an ongoing notebook where they jot down at least one new piece of information they learned when looking at the magazine. Have a few students share each time.

What is learned in the classroom can be applied to future careers. Because school is a bridge to the world of work, students need to be encouraged to realize and understand this connection. Teachers can enhance this process by providing class time on an ongoing basis to explore how academics relate to future employment. By devoting a few minutes a day, or even an entire unit, to the academics/world of work connection, you will provide students a valuable insight into the meaning and purpose of their educational careers.

COMMITTEE SUGGESTIONS
This same activity can be utilized in other academic areas.

Computer Skills

The ability to utilize computers necessary for school and work environments

Introduction to the Microcomputer

Developing an initial understanding of the microcomputer through guided practice sessions

Michael Taner
Boulder Valley Schools
Sanchez Elementary

PURPOSE

Acquainting students with BASIC programming strategies.

OBJECTIVES

- To understand the major events that contributed to the development of present day computing.
- To become familiar with BASIC computer terminology and vocabulary.
- To use the Disk Operating System (DOS).
- To demonstrate the ability to program in BASIC.
- To experience low-resolution graphic capabilities of the Apple IIE computer.

RESOURCES

- Computers
- Monitors
- Printers
- Computer disks
- Transparencies

TIME

Nine class periods; may vary depending on individual needs.

PROCEDURE

A review lesson and a new lesson should be developed for each class session. Each lesson should include verbal explanations, guided practice and individual assistance. Wall charts and handouts are also effective.

Lesson One and Two

1. Review the history of computers.

2. Familiarize the students with computer and introduce commands (home, new, list, run, go to).

3. Student activities include:
A. Writing a program that will print your name.
B. Make the program disappear from the monitor but save in memory.
C. Run the program.
D. Erase the program that will clear the screen.
E. Challenge lesson: write a program that will clear the screen.

Lesson Three

Disk Operating System:

1. Introduce commands: Run, Save, Catalog, Load, Lock, Unlock, Delete, Rename, INIT Hello, HLIN, VLIN.

2. Student activity: Making a program that will print your name:

```
10 Print "Hello"
20 Print BY (type your name and date)
30 End
```

Type INIT HELLO
Press Return

3. Challenge Lesson: Type a program that will clear the screen and draw a straight line through 20.

Lesson Four

1. Review Lesson 3. Provide each student with a diagram that represents the Apple Screen. Provide further practice lessons on DOS.

2. Student activity: Develop a program that will print your initials. Initialize disk.

3. Other lessons can be developed dealing with more BASIC commands and making games.

See following page for Chronological History of Computer-Related Landmarks.

Chronological History of Computer-Related Landmarks

8000 B.C.	Finger counting; First evidence of recorded counting
3000 B.C.	Abacus invented; Clay tablets; Arabic numeral system
1300's	Double entry bookkeeping system-Italy
1600's	Slide rule invented; Pascal's first mechanical calculator
1800's	Jacquard's loom; Punched cards invented; Babbage's difference and analytical engine; Typewriter invented-Remington Rand Co.; Telephone invented-Bell
1900's	Punched-card machines; First electronic transmission (Beginning of TV); Electrically activated calculator
1940's	FIRST GENERATION COMPUTERS-Vacuum tubes; Harvard I.B.M. Mark I Built; First electro-mechanical computer; Von Neumann invented the stored program concept; ENIAC-first large scale electronic computer transistor invented
1950's	UNIVAC-first commercially sold computers; SECOND GENERATION COMPUTERS; First fully transistorized computer built; FORTRAN developed
1960's	THIRD GENERATION COMPUTERS-large scale Integrated circuit developed
1969	FOURTH GENERATION COMPUTERS-microprocessor developed
1975	Altair-first microcomputer developed
1985	25% OF THE POPULATION USE THE COMPUTER AS A PRIMARY WORK TOOL

Microcomputer Vocabulary

1. **BASIC** - Beginner's all-purpose Symbolic Instructional code
2. **BINARY DIGIT** - bit
3. **BUG** - a computer programming error
4. **BYTE** - a unit of memory capacity
5. **CHIP** - integrated circuit and related electronic components
6. **CURSOR** - flashing white square
7. **CPU** - central processing unit - "heart" of the computer containing the control and arithmetic logic units
8. **CRT** - cathode ray tube (monitor screen)
9. **DOS** - Disk Operating System
10. **DATA** - facts, recorded measurements and other information
11. **DISK** - a flat, circular storage device
12. **FILE** - a collection of related records treated as a unit
13. **HARDWARE** - physical machinery of a computer system
14. **HEXADECIMAL** - whole numbers in positional notation using 16 as a base
15. **HI-RES** - graphics mode: divides the display into very small dots
16. **KEYBOARD** - computer input device
17. **MEMORY** - the part of a computer system into which information can be inserted and held for future use
18. **MENU** - a list of options displayed on the screen
19. **ONE-K 1024** (2 to the power of 10) bytes of memory
20. **PROMPT** - a message or question that appears on the screen and waits for your response
21. **RAM** - Random Access Memory (user programmable memory)
22. **REM** - statement used in programs as explanatory notation
23. **ROM** - Read Only Memory (unchangeable)
24. **SOFTWARE** - computer programs
25. **WORD PROCESSING** - the use of a computer to automate a typewriter

“Appleworks for the Learning Disabled”

Teaching students how to use Appleworks word processing and spreadsheets

Barbara Clee
Boulder Valley Schools
Broomfield High School

LEVEL

Middle School,Junior High, High School

PURPOSE

Teaching students with learning disabilities how to use Appleworks word processing and spreadsheet. (Can be used with students in regular education as well.)

OBJECTIVES

- To become familiar with the parts of the computer necessary for using it correctly.
- To become familiar and competent with the Appleworks functions of word processing and spreadsheets

TIME

Three weeks of 47-55 minute periods

RESOURCES

- Apple IIe computer with two disk drives and printer
- Word processing lessons
- Spread sheet lessons

EDITOR'S NOTE

The author submitted a comprehensive curriculum designed to teach students with learning disabilities (grades 7-9) how to use the word processing and spreadsheet capabilities of the Appleworks program.

PROCEDURE

Lesson 1

Computer Safety Precautions: Teach students basic rules for use and care of the computer and software.

Lesson 2

Terms and Key Functions Lesson: Teach students how to load or boot a program. Teach them necessary vocabulary: menu, return, cursor, monitor, printer, escape, etc.

Lesson 3

Word Processing: Format, Save, Retrieve, Print: Teach students how to format a data disk and edit text, how to save a file onto a data disk, how to retrieve and print files.

Appleworks PROCEDURE continued on the following pages

Lesson 4
Word Processing: Delete, Edit: Teach students how to delete individual letters and blocks of text.

Lesson 5
Word Processing: Setting Tabs: Teach students how to set and clear tabs.

Lesson 6
Word Processing: Search and Replace: Teach the students how to use the search and replace functions.

OVERVIEW OF SPREADSHEET LESSON

Educational Objectives

1. Familiarize students with format of spreadsheets by playing coordinate graph games such as "Tic Tac", "Coordinate Dice", and "Hurkle".
2. Students are introduced to an actual spreadsheet.
3. Students explore the spreadsheet further.
4. Students learn how to use a spreadsheet to alphabetize words.
5. Students put their shopping list for Christmas on a spreadsheet.
6. Students put their grades for each class on a spreadsheet.

Appropriate Age Group

Students with learning disabilities in grades 7-9.

Time Frame

Lessons 1-6 can be completed in one 45 minute period. Lesson 7 will take two 45 minute periods.

Class Grouping

Two students to each computer. (A computer per student would work best).

Materials List for Off-Line Activities

1. Tokens the size of pennies in two different colors
2. Dice
3. Labels to adapt dice
4. Copies of Tic Tac, Coordinate Dice and Hurkle games (see example)
5. Copies of percentages for student grades
6. Copies of lessons
7. Christmas shopping list for each student including name of person to shop for, gift to buy or bought, and approximate price of gift

Ways of Integrating Lessons into Classroom

1. Math activities
2. Map activities in geography

GAMES WITH THE FORMAT OF A SPREADSHEET

Tic Tac

Each pair of students is given a handout of the Tic Tac game. Each student is given three tokens (pennies work well). Alternating turns, students name a cell in the proper order (for example: B2 rather than 2B because it matches the format of Appleworks) then places a token in that cell. If all the tokens are used and no one is the winner, students then may move a token from one cell to another by correctly naming the cell the marker is in and the empty cell s/he is moving it to. (For example: "I am moving this token from A1 to C3.") Play continues until one student gets 3 of her/his tokens in a row either vertically, horizontally, or diagonally.

Coordinate Dice

Each pair of students is given a handout of the Coordinate Dice game and a pair of dice. One die is marked 1, 2, 3, 4, 5, 6 and the other die is marked A, B, C, D, E, F. (The second die can be made with small round press-on labels.) Each student is given 18 markers. Student A must have different colored tokens than student B. Alternating turns, each student rolls the dice then names the cell represented, in the correct order. (For example: if a "3" and a "D" come up, s/he says "D3".) Then s/he places her/his tokens on the cell. Play continues until one student gets 6 of her/his tokens in a row either vertically, horizontally, or diagonally.

Hurkle

Each student receives a handout of the Hurkle game. One student "hides" Hurkle in a cell and tells the teacher where Hurkle is. The other students then guess the possible location of Hurkle by naming a cell in the correct order. (For example: a student would guess E6 rather 6E.) The student that hid Hurkle would give a clue to the group by telling them what direction Hurkle is from the guess. (For example: if Hurkle is hiding in G4, and a student guessed J1, the clue given should be: "NE".) The first student to guess the location of Hurkle gets to hide it the following turn.

SPREADSHEET LESSON - INTRODUCTION

Preparation: Make copies of worksheets attached for each student in the class. Use Appleworks spreadsheet program to create an identical spreadsheet on the computer. Be sure to leave cells B4 to B8 blank. Save the spreadsheet under the file name: "Intro." Have this saved on a data disk for each computer that students are working on. Draw a copy of the same spreadsheet on the chalkboard.

SPREADSHEET LESSON - Introduction Continued
Tell the students that they are looking at the outline of a very simple spreadsheet program. Draw a vertical line from "A" down to the first row. Draw a horizontal line from the "1" to the vertical line. Explain that the intersection of the two lines is called a cell. Remind them of the coordinate graph exercises from the previous day(s). This cell is labeled A1. Ask students to identify the other cells (A2, A3. . .).

Have the students read what is in cell A1 (the word "Number"). Ask them what is in cell A2 (the word "Half"). Cell A3 (the word "Twice"). Cell A4 (the words "Times 3"). Cell A5 (the word "Plus 10"). Cell A6 (the words "Plus 100"). It is important to go through each cell with the students.

Have the students read what is in cell B1 (nothing). Cell B2 (+B1/2). Explain that this is a formula. All formulas in a spreadsheet must begin with a "+" sign. Explain further that specific mathematical operations are done as follows: add (+); subtract (-); multiply (*); and divide (/). Have them locate these keys on a computer. Explain that when a cell location (such as B1) is given in the formula that the computer takes whatever number is in that cell, then does what the formula tells it to do with it. The formula in cell B2 tells the computer to take the number that is in B1 and divide it by 2. For example, if the number 10 were in B1, the computer would show a 5 in cell B2. The computer takes the number 10 and divides it by 2 which equals 5.

Have the students read what is in cell B3 (+B1*2). Tell the students that this formula tells the computer to take the number that is in B1 and multiply (times) it by 2. For example: if the number 3 were in cell B1, the computer would multiply 3 times 2 and a 6 would show in cell B3.

Have the students figure out the formula for cell B4 (whatever would go with "Times 3"). The correct formula would be +B1*3. Have the students write this formula in cell B4. Have the students figure out the formula for cell B5 (whatever would go with "Plus 10"). The correct formula would be +B1+10. Have the students write this formula in cell B5. Have the students figure out the formula for cell B6. Have the students figure out the formula for cell B7. The correct formula would be +B1*5. Have the students write this formula in cell B7. Have the students figure out the formula for cell B8. The correct formula is +B1+100. Have the students write this formula in cell B8.

Tell the students that a 4 has been entered into cell B1. Have them calculate manually what numbers would be showing in cells B2-B8. (The answers are 2, 8, 12, 14, 3, 20, 104).

Hand out worksheet B. Have the students take both worksheets to the computers and load up Appleworks. Have them load the file named "Intro" into the computer. Have them enter the formulas they wrote into the blanks of worksheet A into the correct cells on the spreadsheet.

Have them enter a number of their choice into cell B1. Then have them write the numbers showing on the screen for B1-B8 onto worksheet B in the first column. Then have them enter another number and write the new numbers that are showing in cells B1-B8 in the second column of worksheet B. Have them practice this more as time permits.

SPREADSHEET LESSONS:

Lesson 1: Explore

Teach students how to boot up spreadsheet with Appleworks. Allow them to experiment and develop their own spreadsheet. Then have them highlight specific coordinates and determine what is in that particular cell.

Lesson 2: Alphabetizing

Have students type one spelling word into each cell, enter the words, press Open Apple-A then return. Move to the top of the screen with the the up arrow key which will highlight all the spelling words and the lines next to them. Press return. Choose #1. (labels from A to Z) and press return. Describe what happened.

Lesson 3: Shopping List

Call the name of the file: Christmas ___. (Put the initials of the person whose Christmas list you're working on in the blanks).

1. In cells C2 and D2, type "Christmas List".
2. In cell C4, type "Gift".
3. In cell F4, type "Cost".
4. In cells A5 through A10, type the names of six people that you are buying Christmas gifts for.
5. In column C under "Gift", type what you are getting for each person on your list.
6. In column F under "Cost", type how much each gift cost or how much you think it will cost.
7. In cells A15 and B15 type, "Total Cost".
8. In cell F15 type, "@SUM(F5. .F14)".

REFERENCES

Dickinson, J. Craig "Teach Dollars and Sense with Spreadsheets"

COMMITTEE COMMENT

Although the author designed this curriculum for students with learning disabilities, it is readily applicable for students in regular education.

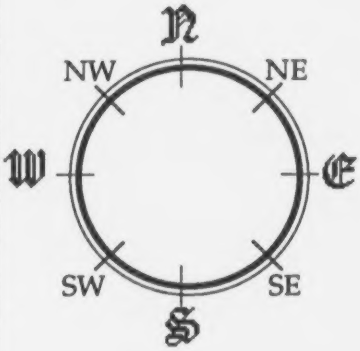
Tic Tac

Coordinate Dice

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

HURKLE

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										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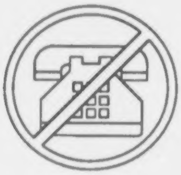
Obtaining & Maintaining Employment

The ability to locate, secure, and maintain employment

No Phone Calls, Please

Assessing career interests and learning how to gain employment through designing and completing a job application



Beth Phillips
Cripple Creek
Victor School District
Cripple Creek-Victor School

LEVEL

Intermediate, Middle School, Junior High

PURPOSE

Understanding the purpose of job applications and completing independently any general application form.

OBJECTIVES

- To understand the following terms: work history, personal references, professional references.
- To explain the importance of neatness and completeness or a job application.
- To complete at least one job application.

TIME

Five twenty to thirty minute class sessions and individual conference time, extended over the course of the school year.

RESOURCES

- Want ad section from newspaper
- Sample job applications from local businesses
- Classroom job application
- Checkbooks including checks and check registers
- Savings passbooks

PROCEDURE

Session 1

A. Pass out want ad sections. Have students locate and list two or three jobs they would be interested in. Discuss various requirements employers have listed.

B. Through discussion, find one job that at least two students would be interested in. Break into small groups and brainstorm lists of things the employers might want to know before they could choose between the two students.

After three or four minutes, discuss each group's list. Then, pass out copies of various application forms. Ask each group to circle any items on each application that they had not thought of on their own.

Session 2

A. Pass out materials from previous session. Ask each group to share those items on their applications that they hadn't thought of on their own. List these on the board. Discuss the terminology used.

Allow time for the discussion of each item, including asking students to give examples of what you might find in each area.

B. After this discussion, tell the students that this year they will be given the chance to apply for classroom duties in your room. Have the students list those jobs that need to be done. This list should include 10 to 15 jobs that you would usually assign students to do, or do yourself. Include a classroom accountant or bookkeeper. You will need someone to act as a banker in order to cut down on the possibility of lost or stolen classroom money.

C. Tell the children that you will decide how much each job will pay per month. Also, make sure that they understand that they will be fired if they fail to perform to your satisfaction.

D. They will need to remember the things employers ask on an application for Session 3.

Session 3

Tell the class that their assignment for today is to draft a classroom job application form, using the real applications as guides. The final product of this session will be a rough draft of a classroom job application form.

Session 4

A. Prior to class, type up a final version of your application form. Make two to three copies of this for each student. Make two example copies, one good application and one bad application. Also, decide how much each job will pay, in classroom money, depending on how often, how much time it will take, and the amount of responsibility the job involves.

B. Present your list and explain your reasoning. If there are any serious disagreements from the students, take them into consideration and make modifications as necessary.

C. Pass out your good and bad application examples. Ask the students to compare them, listing what is positive about the first one, and what's negative about the second. Then, pass out one copy of your classroom application form to each student. Go through each section, asking the student to fill it in as best they can. Stress the importance of printing neatly, and the use of a dark ink pen.

D. Circulate to make any corrections as soon as possible. When the applications have been completed, collect them.

Session 5

A. Prior to this session, go through each application. Mark the positive and make suggestions for any needed corrections.

B. In class, pass the applications back and discuss any questions the students may have. Tell the students that you will begin accepting applications for class jobs the next school day. Determine a spot where blank applications will be kept in order to have them available.

C. You will also want to introduce the following rules to your students:

1. You must present a completed application to be considered for a classroom job.
2. The job will be presented to the best qualified applicant.
3. There will be three employment sessions during the year; September-November, December-February, and March-June. You will need to reapply if you wish to keep a job from one session to the next.
4. Hiring may be done at other times during the year, should the employee move, resign, or be fired. Such openings will be announced and posted on the board.
5. Payday is the last school day of each month.
6. Classroom money may be used in the following ways:
    a. You may purchase pens, pencils, or paper from the teacher.
    b. You may buy back any toys the teacher has confiscated from you; you must negotiate this price.
    c. You may buy free time on the computer.
    d. You may buy free reading time.
    e. You may save your money in the bank and use it for the class box lunch and auction at the end of the year.

That First Impression

Using wrapped gifts to emphasize the importance of making a positive first impression during a job interview

LEVEL
Middle School, Junior High

PURPOSE
Illustrating concretely the importance of first impressions, especially in relation to job interviews including personal grooming, hygiene, speech, body language, etc.

OBJECTIVES
To participate in a game where students answer questions about the dos and don'ts of applying for, and interviewing for, jobs.

TIME
One class period (forty to forty-five minutes)

RESOURCES
- Wrapping paper (three types: colorful, plain, used)
- Small tokens (boxes of raisins, peanuts, pencil sets)
- Question/answer cards regarding dos and don'ts of job applications and interviews

PROCEDURE
Have gifts wrapped before class—wrap some very attractively, some plainly and some very sloppily in wrinkled or dirty paper. Have students sit around a table where the gifts are displayed.

Explain to the students that the object of the activity is to answer questions on a job application correctly to select a gift.

The teacher asks the questions and the first person to answer correctly selects a gift from the table or can take a gift already selected by another student (you may only have one gift in your possession). Students may not open gifts until all students have one. Before gifts are opened, discuss with class why some of the gifts were more desirable than others, how packaging or appearance makes an impression, either positive or negative in a job interview.

REFERENCE
Forecast for Home Economics (adapted from teacher exchange column).

COMMITTEE SUGGESTION
Since students will be at different levels, try to insure that all students have questions that can be successfully answered.

Paulette Warembourg
Boulder Valley Schools
Louisville Middle School

Sample Questions

1. You can use your mom or dad as a reference on your job application. (true/false, why?)
2. It is O.K. to ask questions during your interview. (true/false, why?)
3. You should thank the interviewer at the end of your interview. (true/false, why?)
4. Be sure to give the interviewer the answer that will be impressive even if it's not quite true. (true/false, why?)
5. It's O.K. to fold your job application and to x-out your mistakes. (yes/no, why?)
6. Be sure to sit as comfortably as possible during your interview. (true/false, why?)
7. Name one skill you should have if your job requires you to answer the phone.
8. You do not need to have a Social Security number to get a job. (true/false, why?)
9. When going to a job interview, take a friend so you won't be so nervous. (true/false, why?)
10. Chewing gum during a job interview can help you stay calm. (true/false, why?)
11. Volunteer work does not count for previous experience on a job application. (true/false, why?)

Basic Skills for a Changing World

Practicing skills for seeking employment and living independently through research, lectures, field trips and role plays

Susan M. Colbert
Brighton School District
Overland Trail
Middle School

LEVEL

Middle School, Junior High, High School

PURPOSE

Introducing the learner to a variety of activities and situations common in adult independent living.

OBJECTIVES

- To know the definitions and purpose of words relating to employment,(job applications, personal data sheet, body language and personal appearance, attitudes, interviewing, reading newspaper classifieds, budgeting, leasing, and personal banking
- To understand the methods and procedures for seeking employment, securing housing, budgeting and managing personal finances.
- To solve mathematical problems in relation to personal finances.
- To understand basic facts classified ads and leases.
- To write correctly a personal data sheet and job application.
- To display effective non-verbal and verbal communication skills.
- To demonstrate problem solving attitudes through role-playing.
- To understand and accept own strengths and weaknesses.
- To demonstrate self-reliance in working independently.
- To practice cooperation in group activities.
- To demonstrate industry, punctuality, and self-discipline.
- To use research to locate job information.

RESOURCES

- Most materials are teacher-made, or from local businesses and industry. The local Job Service may be able to assist with some free materials.

Other valuable free publications include:

- The Career Planning Workshop—A workbook, EDN Corporation, Jenkintown, PA 19046
- A series of exercise booklets
- CSAP (Career Skills Assessment Program) of the College Board
- Bank Street Writer Computer program to store and record student information

PROCEDURE

1. Selecting Occupations of Interest

Using the Occupational Handbook, library references, and any other current materials on career information, have the students choose three occupations of his/her interest. Research for the following information:

A. Skills and interests related to the occupation.
B. Educational requirements and/or training.
C. Working conditions.
D. Occupational outlook.
E. Salary and benefits.
F. Miscellaneous or interesting facts.

(Have the students enter the information on a computer disk to create a classroom "Occupational Handbook.") Evaluate student progress and performance.

2. Business Questionnaire

Students prepare a questionnaire to send to a business person in the areas of greatest interest, i.e."What kind of training did you need for your job? What do you enjoy most about your work?"

Send out a letter to business representatives explaining the coming questionnaire and the class project.

Send the questionnaire and a self addressed return envelope to the selected business persons for their completion. When responses are received students enter data on the computer.

3. Obtaining Employment

While waiting for responses complete the following:
A. Create a personal data sheet (simplified resume).
B. Complete a job application.
C. Discuss personal appearance, verbal communication and body language.
D. Review and practice interviewing techniques.
E. Explore job getting and keeping attitudes.
F. Evaluate progress and performance.

4. Business Guests

Invite someone from the local Job Service, employment agency, or personnel office to come in for a day or half day of mock interviewing.

Use a conference room or some other private area to conduct interviews. Try to make the setting as realistic as possible. (Set up a video camera so that we could critique the interviews later.) Have the student follow up their interviews with a thank you note to the interviewer.

5. Living on your own
Have the students choose their favorite career choice. Using that career, figure out yearly and monthly salary after taxes. This will serve as the basis for the following activities.

Housing
A. Use the newspaper to find housing-based on your salary.
B. Use the newspaper to find such things as a car, furniture, etc.
C. Complete lessons involving reading classified ad abbreviations.
D. Complete lessons on reading and filling out a lease.

Transportation
A. Develop activities on financing a car:
B. Visit a car lot.
C. Invite an insurance person to speak to class

Budgeting and Banking
A. Figure out a monthly budget. Include: rent, utilities, phone, food, clothing, car payments, insurance, entertainment, gifts.
B. Have students write checks for all of the items listed on the budget.
C. Balance checkbook.
D. Visit a bank to learn about opening accounts.
E. Have the students do a "Job Shadowing" day or week as a culminating activity.

REFERENCES

- Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives. (Bloom, 1956)
- Job Service Center
- The Career Planning Workshop Workbook (Dept. of Military Affairs)
- Occupational Handbook
- CSAP (Career Skills Assessment Program)
- BanStreet Writer Computer Program

Job Days

Opportunities for students to gain valuable work experience through community vocational training

Barbara Relyea
Alamosa Public Schools
Ortega Middle School

LEVEL

Middle School, Junior High

PURPOSE

Giving students knowledge of job requirements, including skills, training needed, and personal attitudes and qualities considered important for successful employment.

OBJECTIVES

- To learn how to write a resume.
- To improve ability to complete an application form.
- To develop interviewing skills.
- To become responsible for getting a job.
- To understand the responsibilities and duties required for employment.

TIME

Ten days of in-school classwork in preparation; two days "on the job" experiences

RESOURCES

Library materials including:

- Resource books on occupations
- Colorado Careers (COCIS) materials and microsort
- Films on occupations
- Local community members as speakers

Teacher-made handouts:

- Outline of unit
- Letter to parents
- Letter to business personnel
- Student application form
- Employer questionnaire

PROCEDURE

Lesson 1: Introduction

A. Describe the program to students.
B. Have students make a personal folder for all class materials.
C. Each student completes an interest inventory relating to personal strengths and careers.
D. Develop a vocabulary list of common words associated with employment. Have students become familiar with the terms and definitions.

E. Have students use the phonebook to find services available in the community (where would you go to have your hair styled, T.V. repaired, etc.).

Lesson 2: Help Wanted

A. Students use the newspaper to become familiar with job openings.
B. Students write a letter of application for a position they find in the newspaper.
C. Provide students with tips on the components of a good letter of application.

Lesson 3: Resume Writing

A. Provide an outline for resume writing.
B. Students develop a personal resume and begin researching a specific career.

Lesson 4: Film Festival

Assemble a variety of short films and videos on specific careers. Small groups of students rotate between films.

Lesson 5: Interesting Careers

Using COCIS (Colorado Careers) generate a computer printout of careers for each student.

Lesson 6: Career Research

Continue to work on career research.

Lesson 7: Invite Guest Speakers

A guest speaker from business discusses qualities needed to be successfully employed.

Lesson 8: Job Applications

Students practice filling out actual job applications with a business person guiding students through the form.

Lesson 9: The Job Interview

Discuss interviewing techniques and role play interviews.

Lesson 10: On the Job Experience

A. Solicit parent permission.
B. Students select a job site and arrange a two day visit with the employer. During these two days the students attend the job site instead of school. The work experience should be as close to a regular employee as possible.

C. Students interview the employer and the employer completes a short evaluation form on the student.

D. The instructor should visit each job site during the two days.

Lesson 11: The Day After

Each student gives an oral report on their experiences. The interview and employer report are turned in.

REFERENCES

- Colorado Careers (COCIS)
- Career Cluster File, Careers, Inc., Largo, Florida
- Encyclopedia of Careers and Vocational Guidance, Hopke, 1987, Ferguson Pub. Co., Chicago
- Encyclopedia of Careers and Vocational Guidance
- Occupational Outlook Handbook, U.S. Dept. of Labor
- Handbook and Guide for Selecting a Career, Research and Education Assoc., New York

Sample Letter for Job Day

Business and Professional People of the Community:

The eighth grade students are studying jobs and occupations. They would like to have a little first-hand experience with some of the occupations which they are studying.

Tuesday, April 19, and Wednesday, April 20, have been selected as "Job Days" for these students. They will contact a "host employer" and get permission to spend the day on the job, finding out as much as possible about the occupation. (No salary or pay is expected.) Both days may be spent on the same job, or a different job may be found for each day. We recommend there be no more than two students at any one location. Please do not feel obligated to have a student or students for more than one day or at all, if your business schedule is already crowded. If this is the case, advise the student of that fact, as he/she has been instructed to anticipate this situation.

The students will spend a regular work day on their job, instead of being in school. They are to report for "work" at whatever time their job requires, and stay until quitting time, rather than keeping regular school hours. The students do not have to come to the Middle School at any time during these two days, unless they have to ride a school bus to get into town.

We hope this will be a worthwhile experience for the eighth grade students; a chance for them to learn something about jobs and job responsibilities. The cooperation of the people in the community who feel they can give a student permission to spend "Job Day" with them, is appreciated.

Any questions may be directed to the school office, sponsors of "Job Days" and staff members of Ortega Middle School.

Thank you.

EMPLOYER QUESTIONNAIRE

1. Name of person interviewed ______________________________
2. Name of business ______________________________
3. Student submitting interview ______________________________
4. Are there any educational requirements for this job? ______________________
5. What is the beginning salary? $______________
6. Are there any company benefits? Please list them:

7. Is there extra pay for overtime work? If so, how is it determined?

8. Is there a retirement plan?

9. What opportunity is there for advancement or promotion?

REPORT SHEET
JOB DAYS April 19-20

Name of Student ______________________________

Your job location during Job Days ______________________________

Brief description of the job and what what you did:

Employer or supervisor comments (interest shown, attitude, enthusiasm, cooperation.

____

Signature of "host" employer

Thank you for hosting our student!

This report sheet is due on Thursday, April 21

On the Job: In the Classroom

Introducing the concept of work through structuring the classroom to simulate a job site

LEVEL

Middle School, Junior High (Learning Resource Center)

PURPOSE

Enabling students to develop an indepth awareness of the basic skills and responsibilities necessary to obtain and maintain a job by structuring the classroom as the job site and the school work as the job to be done.

OBJECTIVES

- To fill out a simple job application form.
- To use his/her knowledge of interview skills to successfully participate in a mock interview.
- To maintain expected behavior and attitudes while on the job in the classroom.
- To maintain accurate records of earnings and savings.
- To demonstrate acceptable check writing and change-counting skills.

TIME

Minimum—one semester integrated into the ongoing regular school activities

RESOURCES

- Job application forms
- Savings books
- Checks
- Work record sheets
- Supplies for classroom store: paper, pencils, pens, notebooks, student evaluation
- You may want to develop some handouts including:
    - How to make a good impression
    - How to keep a job
    - Preparing for the interview

PROCEDURE

Content Outline

A. Introduction of the unit
B. Who is the employer?
C. Who is the employee?
D. The concept of working in the classroom for token pay.
E. Spending earned money in the Classroom Supply Store.
F. Money management
G. Recording income.

Susie Yohn
Joyce Stegman
Alamosa Public Schools
Ortega Middle School

H. Budgeting in order to buy the items desired.
I. Savings plans—keeping track of a savings book, including deposits, withdrawals and balance.
J. Check writing skills.
K. Buying—prices versus available funds—counting change.
L. Starting a new job
M. Review and practice application form skills.
N. Review and apply interview skills to mock interviews.
O. Attitudes on the job.
P. Appropriate behavior.
Q. Acceptable production.
R. Appropriate ways to approach management dealing with concerns, complaints and suggestions.
S. Review employees' responsibilities while on the job in the classroom.
T. Review employer's responsibilities to classroom employees.
U. Review job guidelines and regulations.

The following steps to this activity are flexible and can easily be altered to meet the needs of different classrooms.

Step 1

Develop an interest in the unit and an understanding of the concepts of token pay and a classroom store. Discuss the meaning of working or having a job in the real world and relate these ideas to having a job in the classroom. Students will be employees. Teacher will be the employer.

Requirements for becoming employed in the classroom can be based on the following: applications, interviews, appropriate on-the-job-behavior, money management.

Develop and review handouts: Job Guidelines and Regulations, Employer/Employee Responsibilities.

Step 2

Develop an understanding of how to record earnings, maintain an accurate savings account, write checks and count change. Wages will be recorded daily on the work record sheets. The daily total must be initialed by an employer. (A unit of work is one assignment for a student in the classroom.)

Checks are issued every two weeks at which time the supply store is opened. Employees may purchase items from the store or make a deposit in their savings accounts. Give instructions and practice making transactions in savings accounts.

Discuss the concept of budgeting money in order to buy the items the students want the most.

Step 3
Review appropriate procedures for filling out application forms and then have each student fill out a sample form.

Step 4
Review interview skills and have students practice their skills. When the students are ready, ask the principal to conduct mock interviews with each student individually. The application forms filled out by the students should be given to the principal for preview before the interviews.

Step 5
Develop an understanding of appropriate attitudes and behaviors while on the job, in order to keep the job and maintain adequate wages.

Step 6
After students have successfully completed steps one through five they should be informed that they are now employees in the classroom and their new jobs have begun.

Additional Considerations
A student can be promoted to the level of supervisor (change this position regularly) and can help with the running of the store.
Provide raises after job reviews.
Have a sale in the store by discounting some prices.

Employee's Responsibilities:
A. Keep track of your own work cards. Record production and pay.
B. Make sure your work card is initialed by an employer each day.
C. Each assignment is worth $0.10 per day if production is adequate (at least 30 percent). Adequate production is your responsibility.
D. It is your responsibility to keep track of money earned. Employers will not issue replacement checks.
E. Keep record of your own savings pass book.

F. Any transactions must be initialed by an employer.
F. Budgeting your income so that you may purchase the store items you want.
G. Maintain an acceptable attitude and appropriate behavior while on the job.
H. It is your responsibility to bring to the attention of the management any personal concerns, problems, or ideas.

Employer's Responsibilities:

A. Provide pay for employee production; to be paid once every two weeks.
B. Provide a classroom store to be open during posted hours.
C. Provide a safe and effective production area.
D. Provide assistance to all employees when needed.
E. Provide written documentation of overtime pay and pay reductions.
F. To be available to employees at prearranged times to discuss concerns, problems, and ideas.

REFERENCES

Kimbrell and Vineyard. Entering the World of Work. h
Bloomington, Illinois: McKnight Publishing Company, 1983.

Mock Interviews

Preparing students to obtain jobs through mock interview role plays

Diana I. Allen
Woodland Park
School District
Woodland Park
Middle School

LEVEL

Middle School, Junior High (8th grade)

PURPOSE

Preparing students to get summer jobs and to start thinking about the relationship between a career of interest and their high school schedules, in preparation for high school registration.

OBJECTIVES

- To learn the extemporaneous speaking skills.
- To develop stress- handling skills, poise, and self-confidence.
- To successfully participate in a job interview experience.

TIME

Each student interview will take approximately ten minutes. If the student opts for a public interview and critique, additional time will be needed.

RESOURCES

- Interviewers will have a completed job application, an interviewer evaluation sheet, and a student resume.
- Students will receive interview guideline handouts.

PROCEDURE

1. Several months before the unit, the teacher will solicit volunteer interviewers from the local business community.

2. Prior to the interview the students complete a letter of application, a resume and a job application.

3. The teacher will spend class time preparing students for the interviews: handshake; appearance; self-confidence; possible questions.

4. High school business students demonstrate good and bad interviewing techniques. Students are interviewed by business volunteers: Students may volunteer for "public" interviews, and critiques in front of the class or participate in private one-to-one interviews. If there are not enough business volunteers, school personnel will help with the interviews.

REFERENCES

Medley, H. Anthony. Sweaty Palms (The Neglected Art of Being Interviewed). Berkeley, CA: Ten Speed Press, 1984.

INTERVIEWING TIPS

What to do before the Interview:

1. Research the company—its products, services and policies.
2. Prepare a personal inventory—important things about yourself to mention at the interview.
3. Accumulate necessary information and papers—Social Security card, driver's license
4. Prepare to furnish references (not family members) by name, address and business affiliation. Ask these people permission to use their names before the interview.
5. Go to the interview alone.
6. Wear clean, conservative clothes and be neatly groomed.
7. Be on time (plan to arrive fifteen minutes early).
8. Bring with you a small notebook which will fit into your purse or pocket in case the interviewer gives you some information you need to write down.
9. Learn the interviewer's name and how to pronounce it correctly.
10. Prepare some questions of your own (usually the interviewer will give you a chance to ask questions).

What to do at the Interview:

1. Be as calm as possible.
2. Answer questions clearly without rambling on.
3. Listen carefully to what the interviewer says.
4. Keep your hands still—do not play with with papers, etc.
5. Don't place your belongings on the interviewer's desk.
7. Never criticize a former employer.
8. Do not interrupt or argue with the interviewer.
9. Be honest.
10. Sit up straight in the chair.
11. Don't discuss personal problems.
12. Don't chew gum or smoke
13. Express your willingness to work hard.
14. Always thank the interviewer.

After the Interview:

Soon after the interview, phone or write a short note to thank the interviewer for his or her time and consideration.

Some Common Questions Asked at Job Interviews:

1. Tell me about yourself.
2. What are your career goals?
3. Are you a leader?
4. How do you handle disagreements with others?
5. What brings you to our company?
6. What are you looking for in a job?
7. What is your greatest strength? Weakness?
8. What do you offer us that someone else can't?
10. What were your extracurricular activities at school?
11. What do you know about our company?
12. What do you see yourself doing five years from now?
13. Have you ever served detention at school or been suspended?
14. What two or three of your accomplishments have given you the most satisfaction?
15. How do you spend your leisure time?
16. What are your ideas about salary?
17. What people have influenced you most in your life?
18. How do you feel about overtime?
19. What have you learned from your mistakes?
20. Have you had any serious illness or injury?
21. Why should we hire you?

Twenty-Three Reasons Why Applicants Are Rejected:

(Courtesy Pueblo College of Business)

1. Poor personal appearance
2. Lack of enthusiasm
3. No eye contact
4. Late to the interview
5. Short term employment
6. Lack of courtesy
7. Condemns former employers
8. Slang/Incomplete sentences
9. Lack of career planning
10. Sloppy application
11. Overbearing, overaggressive, conceited, know-it-all
12. Lack of confidence and poise, nervous
13. Failure to participate in activities
14. Overemphasis on money
15. Poor scholastic record/just got by
16. Unwilling to start at the bottom, expects too much too soon
18. Lack of tact; Lack of maturity
19. Limp handshake
20. Lack of knowledge of field of specialization
21. Cynical; lazy
22. Intolerant, strong prejudices
23. Never heard of the company

Interviewer's Scoring Sheet

Name of Interviewee ______________________________
Date __________________

Key
1 = least effective
2 = O.K.
3 = very effective

Opening (courteous, handshake)	1	2	3
Appearance	1	2	3
Questions (answered completely, clearly)	1	2	3
Listening (attentive with comprehension)	1	2	3
Applicant's questions (information on employer)	1	2	3
Posture (upright)	1	2	3
Poise (overall impression)	1	2	3
Eye contact	1	2	3
Assertiveness (confidence)	1	2	3
End (thank interviewer?)	1	2	3
Additional comments (grammar, etc.)	1	2	3

Additional Comments:

Career Assisted Student Training (CAST)

Addressing the needs of students at risk through social skill development and the completion of a career portfolio

LEVEL

Middle School, Junior High, High School

PURPOSE

Promoting renewed interest in the educational process for students at risk through the world of work.

OBJECTIVES

- To improve self-esteem through identifying personal strengths of students.
- To demonstrate knowledge of specific career requirements.
- To increase awareness of independent living skills.
- To develop long and short term goals and the steps necessary to reach these goals.
- To use information on job seeking skills to apply for employment.

PROCEDURE

1. Students selected for the CAST program usually are at risk of dropping out and have characteristics such as poor attendance, behavior problems, and low achievement.

2. Teachers and parents can make referrals for the program. A meeting is held prior to student participation to determine individual needs, responsibilities and benefits for participating in the program. The student, parents, administrator, counselor and other key staff members attend this planning session. A contract is signed by each member of the planning group indicating their commitment to the CAST program.

3. The Career Assisted Student Training class focuses on the following units:

Time management
Mental attitude
Human relations
Career exploration
Living skills
Positive study habits
Organizational skills
Stress management
Motivation

4. The students develop an individual career portfolio to include:

Social security number
Completed job applications
Long and short term goals
Personal resume
Research on career interest areas
Interview information

Joyce Stegman
Alamosa Public Schools
Ortega Middle School

5. Speakers from the business community and field trips are utilized. An end of the year trip can be taken to further broaden the students' experiences and knowledge of the world of work. Examples include visiting a community college, hotel, restaurants, retail outlets.

6. Grading and evaluation is based on: attitude in class and on field trips; participation and cooperation; notebook and career portfolio; academic progress in basic skills; attendance.

AUTHOR'S COMMENTS

The CAST program had positive impacts on students including improvements in attendance, behavior, attitudes, cooperation and grades. One student improved his attendance from 15 1/2 days absent the first semester to 1 day the second semester while participating in the CAST program.

Community Based Education for Students with Significant Language and Learning Disabilities

Preparation for competitive employment through classroom instruction and community work experiences.

LEVEL

High School

PURPOSE

Developing necessary skills for effective participation in the present and future work environments through an out of classroom unpaid work experience. Each student will have the opportunity to interact and communicate with members of the working community.

OBJECTIVES

- To develop social skills and work habits appropriate to job settings.
- To improve oral communication skills.
- To practice independent problem solving skills.
- To enhance individual responsibility.
- To improve self confidence.
- To develop time management skills.
- To identify specific job values and goals.
- To develop interviewing skills.

TIME

A ten-week (one quarter) time frame was utilized. Students spent 50 minutes (one period) per day at the job site. The coordinating teacher will require some release time in order to obtain job placements.

RESOURCES

Forms to be developed:

- Parent Permission Letter
- Contract for Job Skills Training Program
- Supervisor's Evaluation of Employee
- Student Evaluation of Work Experience

PROCEDURE

The ten week time period immediately preceding the student's job placement will include intensive instruction in completion of job applications, time cards, W-4 forms, and other work related written materials. In addition, interviewing skills will be introduced and opportunities for mock interviews with employers from the community will be provided. Functional or survival written and spoken language skills are always being emphasized on an on-going basis.

Helene Goldblatt
Cherry Creek Schools
Overland High School

Throughout the four to six week period directly preceding the job placement, the teacher will require approximately two hours per week of release time in order to locate employers for job placements.

Students will report to their job site for 30 minutes a day, four times a week. This will be an unpaid experience. The student will receive regular class credit. During the time at work, the student will be expected to complete tasks related to each particular business. On Fridays, the students will return to class and discuss their experiences and any problems on the job. A weekly progress report, completed by the employer on Thursday, will be reviewed at this time. This progress report serves as the basis for grading the student for the quarter.

Throughout the program, the teacher will maintain a close relationship with the employers. The teacher will accompany the student during the first two to three days of training. In addition, weekly visits by the teacher to the job site will occur throughout the entire academic quarter.

AUTHOR'S NOTE

The students participating in this program were also enrolled in a functionally based English class which emphasized oral expression, thinking skills, reading and writing or "survival" based materials.

COMMITTEE SUGGESTIONS

The time frame could be adjusted to meet individual school schedules and student needs.

WORK-STUDY EXPERIENCE

JOB SITE CONTRACT

I UNDERSTAND AND AGREE:

1. To remain at the job site for the entire work period and to make no side trips unless they are a part of the job.
2. To obtain a work evaluation form from my work supervisor on Thursday and return it to my teacher on Friday. (for weekly grade)
3. To notify my employer at least the night before if I am going to be absent from work.
4. All absences and/or tardies will be handled in accordance with Overland High School policy.
5. That this job experience is an opportunity for me to learn job skills such as:
    Reliability
    Effective Communication
    Responsibility
    Self-discipline
    Self-confidence
    Specific job skills

I WILL DO MY BEST TO DEVELOP MY SKILLS IN ALL OF THESE AREAS

______________________ (Student)

______________________ (Teacher)

______________________ (Employer)

______________________ (Parent)

EVALUATION

Name: ______________________ Date: ______________

1. Write down three skills that you learned that were new to you.
    1. ______________________
    2. ______________________
    3. ______________________

2. Are there any problems with

_____ getting to work on time?
_____ having enough to do?
_____ teacher visits were too often/not enough?(Circle One)
_____ transportation?
_____ too much to do?
_____ talking to employer?
_____ talking to teacher when there is a problem?

3. Job skills and need to improve

_____ talking with my supervisor
_____ talking with my customers
_____ understanding instructions
_____ staying interested in the job
_____ talking with my co-workers
_____ completion of work
_____ getting to work on time

4. Because of my work experience, I've decided that _____ is important to me in a job setting.

Post High School Planning Seminar

Facilitating passage from high school to employment and adult life through an individualized transition plan

Tim J. Starck
Cherry Creek Schools
Estate I-Team

LEVEL

High School Seniors

PURPOSE

Helping students develop a personal profile folder containing information about their aptitudes, interests and experiences which will enhance a smooth transition from high school to the world of work.

OBJECTIVES

- To complete a personality inventory to enhance self-awareness.
- To complete career/occupation interest inventories to develop awareness of careers/occupations to consider.
- To participate in field trips, class discussions and guest speaker sessions to become informed about options available in the world of work.
- To develop a personal profile folder and a transitional plan.
- To invite students and parents to participate in a conference to go over the profile folder and transitional plan.

TIME

One period a day for a nine week seminar

RESOURCES AND REFERENCES

Materials utilized in developing profile:

- Ohio Vocational Interest Survey 2nd Edition
- Self scoring sheets and handbook for exploring careers
- Seven Self Scoring Inventory Value Sheets
- Computer diskettes/(2) catalog information books: Contact the Education Diffusion Group Colorado Occupational and Career Information System (COCIS); 3800 York Street, Unit B, Denver, Colorado 80205 (303) 837-1000, Extension 2136
- CO employers/CO school and training programs
- Work Motivation Inventory, Maslow, Personality and Motivation, NY Harper 1954
- Discover What You're Best At, National Career Aptitude Systems and Career Directory, 1982
- Take Hold of Your Future: A Career Planning Guide ACT Career Planning Service, 1982
- Computerized Career Assessment and Planning Program (C.A.P.P.) Systems Design Association, Inc., 1982
- Working: Studs Terkel 1974
- Job Search Program: Elliott and Fitzpatrick 1983 Software
- Military Career Guide: U.S. Department of Defense
- Occupational Outlook Handbooks Vol. I and II (latest editions)

- SAT, or ACT Competence Preparation programs, Harcourt, Brace, Jovanovick
- 1987-88 CO Council on High School/College Relations Handbook
- CO Private School Association 1987-88 Directory
- Individual Transition Plan (Cherry Creek School District)
- Stress Mirror Evaluation, Stoke, Shirley Learning System Unlimited, Inc.
- MAPS: Making Academic Program Selections for College Bound Students, Feller, Rich, Colorado State University, 1985

PROCEDURE

1. Values and Attitudes

Have students explore their values in relationship to lifestyle and employment through teacher made or commercial materials such as Seven Self Scoring Inventory Values Sheet.

A. Have students identify characteristics of a motivated worker in relationship to their personal motivation.

B. Have students examine attitudes necessary to become a valued employee.

C. Have students role play and react to real life situations such as

- You will graduate in 2 weeks. Your parents want you to go to college. Your friends want to travel around the country picking up odd jobs. You're not sure what you want. How do you decide?
- You have been going steady for the past year. Your family and your partner are talking marriage after graduation. You're not sure that this is the person you want to marry and besides you're not ready for the responsibility of marriage. What do you do?

2. Stress

Have students examine stress and the relationship it has on their lives through stress mirror evaluation or teacher made inventory and discussion.

3. Selecting Careers

A. Have students identify careers of interest and ability through interest inventories, discussion, questionnaires, personal experiences.

B. Have students conduct personal interviews with business people in areas of interest. Assist students with career selection including training, wages, availability, opportunity for advancement.

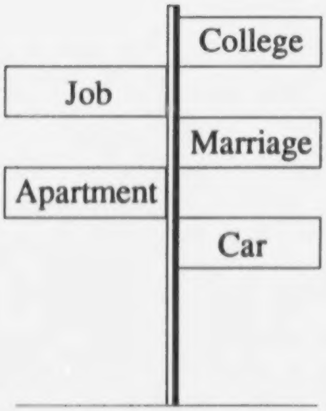
3. Transition Plan

A. Have students develop an "Exit-plan" for after graduation including plans for:
  - Employment
  - Post-secondary education
  - Living arrangements
  - Transportation
  - Social, emotional needs
  - Recreation and leisure interest
  - Support agencies and services

B. Assist those students interested in selecting appropriate post-secondary training (college, community college, specialized training when appropriate, including visitation to school, completion of application, financial aide, identification of support services.

C. Have students develop a portfolio that includes a resume, letters of recommendation, and data sheet action plan for graduation.

See the following pages for the Post High School Work Sheets



FOUR YEAR PLAN

TRANSITION ISSUES	OUTCOMES	RECOMMENDATIONS	RESPONSIBILITIES			TIME LINE
			SCHOOL	PARENT	ADULT SERVICE	
VOCATIONAL PLACEMENT COMPETITIVE SUPPORTED POST-SEC. TRAINING						
RESIDENTIAL INDEPENDENT LIVING SUPPORTED LIVING LIVING W/ RELATIVE						
RECREATION / LEISURE						
TRANSPORTATION						
FINANCIAL						
MEDICAL						
LEGAL						
OTHER						

INDIVIDUAL TRANSITION PLAN

STUDENT ______________________________ SCHOOL ______________________________
ID # ______________________________ PARENT / GUARDIAN ______________________________
ADDRESS ______________________________ PHONE ______________________________

KEY STEPS TO TRANSITION

YEAR	ANNUAL TRANSITION GOALS	SIGNATURES	DATE
		________ Case Mgr. ________ ________ ________	

ANNUAL REVIEW

TRANSITION PLAN REVIEW / REPORT	DATE

EXIT PLAN

NAME ______________________

DATE ______________________

TRANSITION ISSUES	OUTCOMES	RECOMMENDATIONS	RESPONSIBILITIES			TIME LINE
			SCHOOL	PARENT	ADULT SERVICE	
VOCATIONAL PLACEMENT COMPETITIVE SUPPORTED POST-SEC. TRAINING						
RESIDENTIAL INDEPENDENT LIVING SUPPORTED LIVING LIVING W/ RELATIVE						
RECREATION / LEISURE						
TRANSPORTATION						
FINANCIAL						
MEDICAL						
LEGAL						
OTHER						

Independent **Living**

The acquisition of skills allowing an individual to live in the community as independently as possible

Community Awareness

The acquisition of skills enabling students to access community resources and to understand how to orient themselves in a community

City Search

Track down locations and identify resources in your community

Wayne Osborne
Littleton Public Schools
Littleton High School

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Learning to explore and utilize city resources.

OBJECTIVES

- To apply academic skills of reading, writing, and math to life situations.
- To improve communications and social skills.
- To increase awareness and positive feelings regarding city resources.
- To improve decision-making, inquiry skills, and compass skills.
- To develop close and meaningful working relationships with peers and adults.

TIME

Two hours to a full day event. Teachers may choose to do a simple neighborhood walking tour, or shadow a group for a whole day of tasks.

RESOURCES

- Journal book & pencil for each student
- Large folder (with letter of instructions, map, post card and stamp, trash bag, bus tokens)
- Teacher-made handouts/letters including:
    - Parent letter & permission form
    - Self evaluation & group evaluation
    - Project evaluation
    - Student Journal

PROCEDURE

City Search is designed to provide students with the opportunity to explore their city. Students are divided into teams and sent with a teacher-made journal that lists items to find throughout the community. Students learn how to locate various businesses and services. Use public transportation and work together to complete the search.

Students can be intimidated by locating and using community services. This activity provides a fun hands-on way to introduce students to the challenges of the city.

1. Develop and submit written proposal to building administrator explaining the program for approval.

2. Develop and send an orientation letter to parents and students, include photo release, permission and other required forms.

3. Compose a journal book of activities for students to complete. Prepare group packets and assignment of student groups.

4. Collect money and necessary forms.

5. Prepare groups with warm-up activities before the search.

6. Experience the search.

7. Evaluation: Each student should complete a self evaluation, an evaluation of the group and project.

CITY SEARCH LETTER TO STUDENTS

Good Morning--

Right now you are about in the center of confusion, probably wondering what you are doing here. You will be working in three different groups to gather data and impressions of the Downtown Denver area and study the legal system of a large metropolitan area.

Each group has the same activities to complete and smaller teams have different tasks to accomplish and places to visit. How you get these tasks done and move from one place to the next is what you have to decide. Get your group together and look over the packet of items that you have and sort out what you are going to do first.

Your packet of materials should contain the following items for your use: One plastic bag, a list of tasks for your team to accomplish, envelopes for teams, a journal to record impressions and data, some money, a stamp, and bus tokens.

Verify that you have all of these items and pay particular attention to the list of tasks set out for you today. It includes where you have to be to pick up your return trip bus tokens and the time to be there. Note that you must turn something in to get tokens; make sure you plan for this.

Now it is time to figure out how you are going to get everything done and travel around. You get a first hint--the RTD Civic Center may have some bus schedules.

Good Luck

EXAMPLES OF STUDENT JOURNAL ACTIVITIES

The following list of items is to be completed by everyone and a record of data should be compiled in the journal.

I. Be a private eye on the bus: Observe people and look for clues that indicate: where is the person going? What is the person feeling? Which stop has the most and fewest riders?, Why? Reproduce an interesting billboard.

II. Locate two government agencies and take notes on what you observe (jobs, information titles, and free handouts). Do some people watching and Write down comments you hear.

III. Find a church in the downtown area and answer the following: Does the church seem out of place? When was it built? What is the name of the church?

IV. Find a bank downtown and answer the following:
What is the name of the bank? Does the bank have an automated teller? What is the passbook savings rate?

V. Visit one of the downtown park areas: Where are you? Who else is there? Is it clean?

VI. Travel on the shuttle bus along the 16th Street Mall.
Before you are able to pick up your return bus tokens you must obtain a bus schedule. Your particular schedule number is ______________________________.

VII. Make a list of the different newspapers you can buy downtown.

VIII. Locate a landmark, man-hole cover, or other marker that you can draw or create a rubbing from to bring back to class (use pencil, dirt, charcoal, crayon).

IX. Note interesting signs you see about town.

X. On a major downtown one way street observe traffic for five minutes. Count the number of cars, buses, trucks, and taxis that go by. Are people car pooling? Note the time of day. Do you see any traffic violations?

XI. Watch people on a busy street. What clues tell you about the person? (ie. clothing, facial expression) What do you think most of the people were doing? Do you see any animals? What kinds?

Some suggestions to students:
Take time to make a plan; Decide where and when you are going to eat lunch and make journal entries at the same time; Don't forget to get the bus schedule; Tasks don't take much time, but do require cooperation among the group members; STAY TOGETHER both for safety and to make sure you get things done.

CITY SEARCH

USING THE COMMUNITY AS A LEARNING RESOURCE

NAME ______________________ ***Date*** ________________

Complete this worksheet after you have participated in a city search.

1. Draw a map that illustrates the part of town you were researching. (include streets, direction, businesses, buildings, etc).

2. List the following:
   A. Funniest event
   B. A low point
   C. Any problems
   D. Greatest discovery

3. Think about your experience with the group.
   A. What did you learn?

   B. What did you share?

   C. Was it valuable?

4. Personal growth:
   What will you tell others about your experience?

   How do you feel about the city?

Fire Safety Awareness

HOT STUFF!
Learn fire safety so you don't get burned

Sara Stuebe
Barbara Slevin
Mona Stenson
Douglas County Schools
Castle Rock Elementary

LEVEL
Elementary

PURPOSE
Teaching children fire safety and what to do in the event of a fire.

OBJECTIVES
- To become aware of the importance the basic issues of fire safety.
- To learn addresses and phone numbers, so in the event of a fire, student's location can be reported.
- To practice fire drills both at school and at home.
- To learn the procedure to follow if clothes should catch on fire.

TIME
Two weeks

RESOURCES
- Play telephones
- Rope and fire hose (garden hose)
- Telephone art project (see attached)
- Fire toys (fire trucks, fire hats, ambulances, medical kit, "E.T. Phone Home" poster)
- Scooter board
- Several shoe boxes
- Sewing house art

Firefighters, A Hallmark Learn Together Book
Sesame Street Fire Safety Resource Book

PROCEDURE
1. Brainstorm with the children about the dangers of fire.
Ask questions such as:
Have you ever seen a fire?
What was it like?
What happened as a result of the fire?
Could the fire have been worse?
What happened to the people involved in the fire?
If the fire had been worse, what could have happened?
How could the fire have been prevented?

2. Read and discuss the story called Firefighters. Reconsider answers to some of the previously posed questions.

3. Have children generate a list of fire safety rules with the help of an adult. Put the children in groups of three and have them act out some of the rules, with children playing the roles of firefighter, parent and child. Small groups act out rules for the rest of the class.

4. Teach the children to dial 911 to report a fire. Obtain a pattern for a fire hat and have each child decorate a hat, being sure to include the 911 number.

5. Teach each child his address. Suggest that parents help child to remember it. Make a house out of tagboard. Have each child write own address on the house.

6. Make a bulletin board with an outdoor scene. Have children assemble a small house out of previously cut-out squares, triangles and rectangles. Put small shape houses on bulletin board scene. Each time a child is able to repeat his address, put a star on the child's house.

7. Play Post Office Game. A child, wearing a mail carrier's hat, rides on a scotter board. He carries a self-addressed letter and tries to find the mailbox with the same address. He drops the letter in the correct mailbox. Repeat the game for remaining children.

Teach each child his phone number. Suggest that parents help child to remember it. Have children make a telephone. Write each child's phone number on his phone.

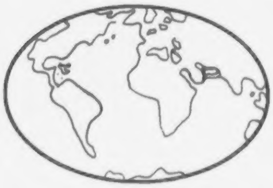
8. Play **There's-a-Fire!** game. One child calls the Fire Department by dialing 911 on a toy telephone. He states his name, address, telephone number and the reason for the call. A second child, at the Fire Department, receives the call and gives safety instructions. A third and fourth child pretend to be firemen, wearing fire hats. One child sits on a scooter board holding a hose; the other child pushes him to the site of the fire. They pretend to put the fire out. The activity is continued, with roles reversed, until all children have had a chance to participate.

REFERENCES

Firefighters, a Hallmark Learn Together Book.
Kansas City: Hallmark Cards, 1976.

World Food Day Awareness Project

Developing community spirit through awareness of world hunger



Toni Thelsen
Thompson School District
Walt Clark Junior High

LEVEL

Middle School, Junior High

PURPOSE

Demonstrating creative solutions for solving the problem of hunger.

OBJECTIVES

- To learn definitions of hunger, undernutrition and malnutrition.
- To develop awareness of hunger in both the local community and the world.
- To know that students are able make a difference.

TIME

One week—usually the second week in October when world hunger day is scheduled

RESOURCES

- Teacher developed special curricula
- Canned goods
- Student and teacher cooperation an investment in the program

PROCEDURE

The whole school participates in a canned food drive which promotes the idea that hunger exists in our community all year round and that we can help our 'neighbors.'

1. Make posters and announcements encouraging students to share their food and to not waste it.

2. Sponsor a classroom impact day, (usually on World Hunger Day). Have all teachers in the building develop lesson plans to enhance awareness and understanding of world hunger and practical personal and political solutions.

3. Turn off pop, candy, coffee machines on Thursday. Some teachers and students may want to fast in order to better understand the meaning of hunger.

4. Contact the local media to report this activity.

REFERENCES

Materials and publications from the World Food Day Commission in conjunction with the United Nations

Dinner Video Theatre

Video taping restaurant simulations

Debbie Abrams
Beth Robinson
Englewood Public Schools
Flood Middle School

LEVEL

Middle School, Junior High

PURPOSE

Teaching practical life skills that integrate language skills, social skills, self-concept and appropriate behavior in a variety of situations.

OBJECTIVES

- To learn appropriate skills and behaviors in a variety of real life situations.
- To communicate clearly.
- To develop teaching videos.

TIME

Twelve weeks

RESOURCES

- Video camera
- Food for dinner
- Student-made materials.

PROCEDURE

Students in special education and regular education pool their resources and creativity to develop videos for teaching life skills to younger students.

1. Develop a scene over several class periods—for example, teaching restaurant skills and behaviors. Design activities to teach setting a table, reading a menu, ordering food items, and communicating clearly.

Activities can include:
A. Introducing vocabulary words from a menu.
B. Circling vocabulary words in a menu.
C. Defining the words and playing Concentration.
D. Setting plates, cups, and silverware in place on a placemat.
E. Role playing how to order from a menu with a limit on how much to spend.

2. Write a "how to" script for younger students to use as a model. Separate topics with commercials.

3. Celebrate the "Premier Showing" to teachers, parents, and students by planning a dinner. Students will design invitations, create the menu, shop for food items, and cook the dinner.

4. Distribute the video to other schools.

REFERENCE

Menu from: Area Vocational School Restaurant, Englewood High School.

Experience

Activities designed to help students learn community resources

LEVEL
Middle School, Junior High

PURPOSE
Providing instruction and practice in dealing with meaningful routine situations.

OBJECTIVES
- To apply the information learned from the instructional cards through role playing.
- To gain confidence in demonstrating successful life experiences.

TIME
Variable

RESOURCES
- Instruction cards - steps to follow in a given situation
- Experience cards - situations using skills in instruction cards

PROCEDURE
Present Instruction Cards to the students at a pace determined by their developmental level.

Instruction Cards should list the various steps to follow in a given situation. Situations can include:
A. Placing emergency calls (fire, police, etc.).
B. Ordering a pizza.
C. Making a doctor appointment or hair appointment.
D. Getting necessary car repairs.
E. Answering a want ad.
F. Making reservations at a restaurant, on an airplane, etc.
G. Obtaining home delivery of a newspaper.

After students become familiar with the procedures to follow on the Instruction Cards, introduce the Experience Cards. Have students role play the solutions to the issues presented on the experience cards. The teacher may want to make a chart for the students to keep track of their progress—perhaps they could earn a star, or some other indicator, for each Experience Card mastered.

Experience Cards should state a given situation which would necessitate implementing the skills learned from the Instruction Cards.

Patti Lilliston
Boulder Valley Schools
Broomfield Heights
Middle School

EXAMPLES: INSTRUCTION CARDS

Instruction Card - Emergency Call

Steps to follow when needing emergency help:

1. Reach the fire, police and sheriff by dialing 911.
2. If a party line or public telephone is being used, tell the person using the phone your need for help and your need to use the telephone.
3. Be prepared to give the street address.
4. Be prepared to give the community location.
5. Be prepared to give the telephone number from where you are calling.
6. Listen carefully to all directions given.
7. Remain calm.

Instruction Card - Doctor Appointment

Follow these steps to make a doctor appointment:

1. State your name when the receptionist answers your call.
2. State whether you are a new patient or a returning patient.
3. State the reason for your appointment.
4. State the days and times which would work best for you in keeping your appointment.
5. Use a calendar to write down the appointment time and day.
6. Give your telephone number in case any changes in the appointment must be made.

Instruction Card - Answering a Want Ad

Follow these steps when answering a want ad:

1. Cars, furniture and other household items for sale can be found in the newspaper want ads.
2. Circle all ads which interest you.
3. When making the telephone call, clearly state what you are calling about.
4. Listen carefully to the information given.
5. Write the information given on a separate sheet of paper.
6. If you become interested in the item, give your name.
7. Ask when you can come see the item.
8. Get directions.
9. Take the telephone number from the want ad with you to use if there is a problem.
10. Be on time.
11. If interested in the item, state your interest to the owner.
12. Give yourself plenty of time to think about buying the item.
13. Tell the owner you will call back with your decision.
14. Call again, telling the owner your decision.

Instruction Card - Hair Appointment

Follow these steps when making a hair appointment:

1. Shops for hair appointments are found in the yellow pages of the telephone book under the heading of "Barbers and Beauty."
2. State clearly to the receptionist the kind of appointment you need.
3. Ask about the cost for the services.
4. Use a calendar or separate sheet of paper to write down the time and date of the appointment.
5. Be prepared to give your name and telephone number to the receptionist in case the appointment is changed.

EXAMPLES: EXPERIENCE CARDS

Experience 1

You are home alone. The downstairs smoke alarm sounds. After investigating, you discover smoke in the kitchen. What will you do in this situation?

Experience 2

Several of your friends have dropped in tonight. You have rented videos, but suddenly everyone is getting hungry. The refrigerator is empty. What will you do in this situation?

Experience 3

You have decided to play sports at school. In order to play, you learn from the coach you must have a health form signed by a doctor. What will you do about this situation?

Experience 4

You have decided that a new guitar is just what you need for summer entertainment. After looking around in the local music stores, you realize that it will be necessary to buy a used guitar. What will you do in this situation?

Experience 5

Class pictures will be taken next week. you have already thought about what you will wear. When looking in the mirror, however, you notice that your hair is not looking its best. What do you plan to do in this situation?

Community Training

Taking students in the community for hands-on experiences

Susan Crockett
Cañon City
School District RE-1
Lincoln Elementary

LEVEL
Middle School, Junior High, High School

PURPOSE
Practicing meaningful life skills in community-based settings to accelerate learning and increase retention.

OBJECTIVES
- To demonstrate appropriate social behavior in the community.
- To recognize functional words and numerals in the community.
- To practice money skills in a variety of establishments.
- To communicate clearly and request information from adults in the community.
- To demonstrate appropriate safety behaviors in the community.
- To demonstrate appropriate restaurant skills.
- To follow directions in community settings.
- To demonstrate physical mobility skills.

TIME
Flexible

RESOURCES
- A vehicle or public transportation
- Envelopes to hold money and shopping lists
- Notebook and pen to list errands, make notes or keep track of mileage.
- I.D. cards for students to carry.

PROCEDURE
Plan a daily schedule of community-based activities at the beginning of each week. Identify daily groupings of one staff person paired with a small group of students.

Formulate measurable objectives for each activity. Design activities to meet the needs of each student.
Activities can include:
A. Shopping for grocery store items or school supplies.
B. Comparing prices for future budget items.
C. Running errands for other staff members or parents.
D. Developing emergency procedures and notifying key school personnel.

How Well Do You Know Your Community or Neighborhood?

Students develop maps of the community and neighborhood

Elizabeth Rae Reasoner
Elizabeth School District
Elizabeth High School

LEVEL

Middle School, Junior High, High School (Students Who Are Mildly Handicapped)

PURPOSE

Increasing map skills and community awareness.
Interacting positively with others in school.

OBJECTIVES

- To develop community awareness.
- To increase map skills.
- To identify and draw familiar landmarks.
- To increase mobility in the community.
- To learn adaptive social skills with members of the community and school environments.

TIME

Three to four weeks

RESOURCES

- Printed community maps
- Drawing materials
- Compass
- Bulletin board materials

PROCEDURE

1. Students complete a map of their own community and neighborhood. Schedule two or three days in the community to observe and draw roads, houses, buildings, and landmarks.

2. Students complete rough drafts and recopy maps onto posterboard. Encourage students to draw items in correct proportion, label landmarks, and identify directions.

3. Each student writes ten questions to be answered by examining their map - for example, how many blocks is the post office from the school? Students display maps and questionnaires on bulletin boards in a location accessible to the entire student body.

4. The student body has the opportunity to enter a contest based on the maps. Students in the school answer the questions on the maps and submit them to the class. Encourage students to solicit others to enter the contest.

5. Students correct the returned questionnaires and deliver prizes (small candy bars can be used).

REFERENCE

Glascoe, L.J., Miller, L.S. and Kokaska, C.J. (1986). "Can you get from here to there?" in Life Centered Career Education Activity Book Two. The Council for Exceptional Children: Reston, VA pp. 38-39.

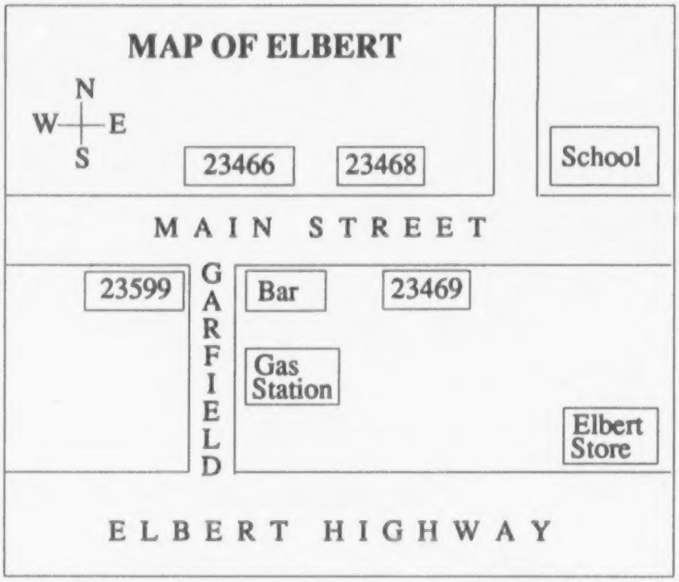
SAMPLE BULLETIN BOARD:

How well do you know your community?

Contest Rules:

1. --------
2. --------
3. --------
4. --------
5. --------

Questionnaire


MAP OF ELBERT
N
W
E
S
23466
23468
School
MAIN STREET
23599
GARFIELD
Bar
23469
Gas Station
Elbert Store
ELBERT HIGHWAY

Submit your answers to the box outside the Resource Room by Friday, May 20th. Winners will be announced on Wednesday, May 25th.

Community Awareness and Survival

Exploring community resources and services through a scavenger hunt

Gayle K. Dudley
Steamboat Springs
School District
Steamboat Springs
Junior High

LEVEL

High School

PURPOSE

Teaching students to access needed services in the community which they can utilize for independent living.

OBJECTIVES

- To locate information necessary for everyday living.
- To become familiar with various levels of government agencies and the basic function of each.
- To ask appropriate questions in person and on the telephone.
- To use the telephone to locate community resources.
- To become aware of community resources that are available on an as needed basis.
- To recognize government rules concerning the need for permits, licenses and other government papers.

TIME

Four 50 minute class periods.

RESOURCES

- Additional items could be added to this list, depending upon the community resources available and the special needs of individual students, such as transportation for persons who have a handicap and facilities for students who are blind.
- Guest speakers from local agencies for a panel presentation or visit to these agencies.
- Phones for use by students to locate additional answers.

PROCEDURE

Activity I

1. Introduce need to familiarize self with community by asking questions such as:

- Who knows where you can get a driver's license?
- Why do you need a social security number?
- If your dog got picked up by the dog catcher, where would you retrieve him?

Explain the importance of knowing this information, or being able to find out.

2. List some examples of services on the board that can be found in both the public and private sectors of the community, and also list where they can be found.

Examples include:

- Immunizations—Public Health and local physician
- Counseling—Mental Health and private psychologist

3. Talk about the differences between government and non-profit organizations and why you might want to use one over the other (cost, continuity of care, ease of getting appointment). Point out there may be more than one place to get the help you need, depending upon the community.

4. Have students practice asking questions, both in person and on the telephone. Role play what students might ask and the proper procedure. Emphasize writing down what they need to remember. Point out that questions asked in person will be slightly different from the questions asked on the telephone.

5. Pass out the scavenger hunt list. Go over each item to ensure students understand what they are looking for.

Examples of Scavenger Hunt items:
Where would you obtain...

- A dog license?
- Marriage license?
- License plates?
- Food stamps?
- Counseling?
- A passport?
- A list of day care providers?

How would you find out about...

- Complaining about a pothole?
- Paying property taxes?
- Hunting/fishing permit?
- Finding housing?
- Donating blood?
- Reporting a disturbance in your neighborhood?
- Registering your bike?
- Registering a complaint about a business?

Activity II
To complete the Scavenger Hunt students visit local government offices such as county clerk and recorder, city government, police station, federal offices. Have students find as many of the answers to the questions as possible. This helps them to learn the location and to meet people who can help them.

Another option is to invite people from various community offices (county clerk, city manager, director of social services) to talk to students and to tell them what the offices do, and what resources they offer students. Ask students to practice asking questions.

Activity III
Check with students to see what items on the scavenger hunt they still need. Have students brainstorm ideas of where these items might be found. Help students locate phone numbers and call possible places to see if they are correct. Monitor students' phone manners, and make sure adequate questions are being asked. Continue until all items are found on scavenger hunt.

When looking for help or information about things in the community, you might give the following information or ask some of these questions.

a. State your name.
b. What do you want to know or need to do. ("I need a social security number." "My dog is lost. Can you tell me if you picked him up?")
c. Give any additional information that may be helpful. ("My dog is black with white spots." "My address is 112 Pine Street")
d. Is there a charge for the service, or license, and what is the amount?
e. What is the address of the office, if you need to go there; or mailing address, if this can be done by mail?
f. What are the directions for getting to the office if needed?
g. What hours are they are open?
h. Do you need an appointment?
i. What is the name of the person helping you? (for future reference)?
j. Ask additional questions if the answers given are not clear to you.

Remember to be polite and thank the person.

"Life" After High School, What Do I Need to Know?

Curriculum guide designed to prepare students for life after high school

LEVEL

High School (originally implemented with students of varying cognitive abilities who have physical and multiple handicaps).

PURPOSE

Enhancing problem-solving skills for practical life situations.

OBJECTIVES

- To learn how to find housing.
- To learn how to budget.
- To learn how to access the community using various types of transportation.
- To learn about food management and preparation.
- To learn about community resources.
- To learn about a wide array of leisure time activities.

TIME

Approximately 45 consecutive days or one semester.

RESOURCES

- Paper
- Pen notebook or folder
- Cookbooks
- Newspapers
- Information pamphlets about various government agencies (Social Security, Social Services, etc.)

PROCEDURE

The author submitted a curriculum; the following is an outline of the skills taught:

REFERENCE

Life After High School, What Do I Need to Know; Nancy Curnes. Student Outline and Teacher Guide.

See following pages for the Teacher's Guide.

Nancy Curnes
Poudre R-1
School District
Rocky Mountain
High School

TEACHER'S GUIDE (page 1)

ACTIVITY I

Develop a pre-test to assess students current information regarding "life after high school." Modify this as needed, (i.e. written or verbal).

ACTIVITY II

1. Use copies of the local newspaper and discuss the different sections of the newspaper.
2. Find an ad for an apartment and read through it with the class. Set up visitation time at a local newspaper and an apartment complex (accessible for wheelchairs, if necessary).

ACTIVITY III

Visit a newspaper to reinforce the newspaper activities and provide a time for job awareness.

ACTIVITY IV

1. Discuss information and develop questions students will ask when inquiring about an apartment. Give each student a copy of the questions.
2. Role play a telephone conversation between a potential tenant and a manager.
3. Homework: Students are to find an apartment in the paper, call and ask the listed questions. (Students that are non-verbal or difficult to understand can earn credit by: planning the questions, choosing the apartments to call and dialing).
4. Teachers: Set up visitation times at utilities offices, such as: Public Service, Mountain Bell, etc.

ACTIVITY V

1. Visit an apartment complex, ask the manager to talk about the rules and restriction, what the contract contains and give tour.
2. Discuss the pros and cons of the different sized apartments and adaptations would be needed to make the apartment wheelchair accessible.
3. Discuss accessiblilty to grocery stores, recreation options, bus routes, etc. from this apartment complex.

ACTIVITY VI

1. Discuss the visit to the apartment complex.
2. Bring in copies of utility bills. Discuss each one.
3. Teacher: Call the Social Security Office, Social Services, the food stamp office, the center for guardianship. Ask them to mail information pamphlets to you.

ACTIVITY VII

1. Visit the various utility offices.
2. Ask a representative to discuss how a bill is determined, the importance of paying on time, etc.

TEACHER'S GUIDE (Page 2)

ACTIVITY VIII

1. Discuss the visit to the utility offices. Have students start to develop a "furniture needed" list for an apartment.
2. Homework: Finish furniture needs list. Ask parents what furniture they might let you use.
3. Students bring in completed furniture needs list with parent's indication of assistance. Decide what else they need for their apartment.

ACITIVITY IX

1. Visit furniture stores, flea-markets and used furniture stores.
2. Students list what they would buy, the cost of the item and where they would shop.
3. Homework: Finish furniture list by using the classified ads in the newspaper.

ACITIVITY X

1. Discuss the need for healthy, nutritious meals. Bring in charts of the four food groups. Look at suggested meals in cookbook, etc. Write a sample menu in class.
2. Have students develop menus.

ACITIVITY XI

1. Using the menus as a guide, write a grocery list.
2. Homework: Bring grocery receipts and newspaper grocery ads to school.
3. Teacher: Set up visitation times at: Social Security, Social Services and the transportation agency.
4. List prices of groceries using receipts and ads from home.

ACTIVITY XII

1. Visit a grocery store to get prices on items.
2. Teacher: Set up guest speakers regarding resources for persons with disabilities, such as: guardianships, Vocational Rehabilitation Services, residential living, employment options, etc.

ACTIVITY XIII

1. Go to a laundry mat and do personal laundry from home.
2. Hand out Social Security pamphlets and discuss.

ACTIVITY XIV

1. Plan visit to the Social Security Office; what questions should be asked?
2. Discuss issues regarding wills, trusts and guardianship and plan questions for the guest speaker.
3. Guest speaker; financial planner.

TEACHER'S GUIDE (Page 3)

ACTIVITY XIV continued

4. Hand out pamphlets from Social Services ("Toward Self-sufficiency" and "Facts About the Food Stamp Program")
5. Plan and visit Social Services; what questions should be asked?
6. Answer questions regarding the visitation to Social Services.

ACTIVITY XV

1. Discuss options for living away from home; costs, care-attendant, etc.
2. Plan questions for the guest speaker from the residential agency.
3. Visit the different types of residential options; apartments, group home, etc.
4. Answer questions regarding the residential visitation.

ACTIVITY XVI

1. Plan for the visit to the transportation agency; what questions should be asked?
2. Visit the transportation agency.

ACTIVITY XVII

Using a newspaper, discuss how to read the job want ads. Choose at least three ads and as a class, discuss what the ads say and ask for.

ACTIVITY XVIII

1. Invite guest speakers to class, examples include: State Rehabilitation Services Counselor, the school career counselor, vocational technical center, interest and aptitude evaluator.
2. Review and discuss the last three guest speakers.

ACTIVITY XIX

1. Set up job site visitations to promote awareness and exploration, for example: nursery/horticulture, child care center, animal health care center, discount stores, hospital, etc. (This may be done throughout the project if you wish).
2. Discuss job site visitations. What would the jobs require? What might the salary be? What would the hours be? How much education is needed? etc.

ACTIVITY XX

1. Plan questions for the gueat speaker for the Disabled Resource Center regarding recreation and leisure activities for persons who are handicapped.
2. Set up time for recreation and leisure activities, for example: horseback riding, swimming, tennis, bowling, board games, shopping, etc. (This may also be done throughout the project).

Domestic Skills

The ability to maintain a household

Creative Couponing

Saving money through coupons and comparison shopping

45¢ OFF
Captain Cromagnon's
Dinosaur Egg
Crunchies

Save 25¢ on Two
EarthWorks
7 Grain Bread

30¢ OFF
FLORIDA
Orange Juice

Leslie Jane Goodspeed Roberts
Johnstown-Milliken Schools
Milliken Middle School

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Teaching comparison shopping and promoting consumer awareness.

OBJECTIVES

- To subtract coupon amount from the corresponding regular price item to obtain new, reduced price.
- To track regular prices and coupon prices in different columns and then total each column.
- To place dollar signs and decimal points in correct positions.
- To learn to subtract the total amount of the coupon-priced items from the total amount of the regular-priced items to find the total savings.

TIME

30-50 minutes

RESOURCES

- Grocery store receipts (for accurate price listings)
- Store coupons (newspapers, magazines, grocery stores)
- Large envelopes
- Lined paper
- Pencils

PROCEDURE

1. Provide each student with lined paper and a pencil. Have the students make three columns on their papers labeled as shown:
Grocery Items   Regular Price   Price with Coupon

2. Give each student an envelope. Inside the envelope are the grocery coupons; on the front of the envelope is the grocery list and the regular prices. **For Example:**
Minute Maid O.J.—$1.09
Twice Baked Potatoes—$1.09
Lucky Charms—$2.45

3. Use approximately 10 - 20 items. Have students copy the grocery list and the regular prices from the envelope onto their paper, placing each in the appropriate column. Total the regular- priced column.

4. Take coupons from envelope. Match the appropriate coupon with the store item, subtract, and place the adjusted price in the Price with Coupon column. Total price with coupon column. Compare the two columns by subtracting their totals to show the savings.

Kiddy Cooks in the Classroom

Meal preparation activities enhance life and academic skills

LEVEL
Primary

PURPOSE
Providing students with real-life learning experiences through hands-on activities in the classroom.

OBJECTIVES
To combine real life skills with academic curricula in the content areas.

TIME
Ongoing unit throughout the school year

RESOURCES
- As needed for field trips and cooking experiences
- A classroom cooking center or kitchen

PROCEDURE
Become familiar with cooking center, usage, care, location, and names of all the utensils that will be used.

1. Plan a field trip to a farm to observe plants and animals that provide food. Plan another field trip to a grocery store.

2. Visits from various resource people in the community will include a nutritionist, a baker, a farmer, and a chef.

3. Given a choice of available items, students will make selections and order the foods they wish to eat.

4. Students will shop and prepare a meal.

Students will be instructed on various food topics:
A. States of food (fresh, frozen, cooked).
B. Ways and means of cooking (fry, bake, boil).
C. Four food groups.
D. Food of different cultures.
E. Holiday foods.
F. Nutritious and non-nutritious snacks.
G. Table manners.
H. Measuring of ingredients.
I. Cooking activities will be centered around the alphabet letter of the week.

Ruby Davis
Madeline Garner
Mesa School District 51
Thunder Mountain
Elementary

REFERENCES

Information for critical thinking skills obtained from "A Practical Guide to Critical Thinking in the Classroom" developed by Ruby Davis, Madeline Garner, Karen Fricks, Teri Lindauer and Katie Pault.

Just a Mess

Teaching students practical strategies for organizing and being responsible for their belongings

LEVEL
Elementary

PURPOSE
Teaching organizational skills and responsibility for belongings.

OBJECTIVES
- To verbalize why it is important to care for one's own possessions.
- To generate a plan for cleaning up the mess.
- To group the objects in a "messy room" based on their category, such as, blocks, cars, and dolls.
- To formulate a plan indicating what cleaning needs to be done and the sequence they will follow.
- To carry out the cleaning plan, including vacuuming, dusting and washing.
- To return all items to their proper place.

TIME
One to two weeks

RESOURCES
- Just a Mess by Mercer Mayer
- Classroom toys (blocks, cars, kitchen items, books, dolls, etc.)
- Cleaning resources (dust buster, soap, towels, cleaning cloths, water container
- Sink, basin or water table

PROCEDURE
1. Brainstorm with children why it is important to take care of your things.

Ask questions like:

Is your room ever messy?
Have you ever lost anything?
How do your parents feel when your room is messy or you lose something?
What could you do about it?
What is wrong with having a messy room?

2. Read story Just A Mess by Mercer Mayer. Discuss answers to previously posed questions about the importance of caring for one's own things.

Sara Stuebe
Barbara Slevin
Mona Stenson
Douglas County Schools
Castle Rock Elementary

3. Begin practice sorting activities by setting up "sorting stations". The stations consist of tables or areas containing unsorted objects belonging to two or three different categories (blocks, books, and Legos). The children are asked to put the objects in groups that go together.

4. Play **Find-and-put-away** relay race. A number of items from several different categories of classroom toys and supplies are placed unsorted, on floor at one end of the room. Children are divided into two teams, standing at far end of room. One child from each team is instructed to find an item belonging to a particular category and put it away. The team that finishes first is the winner.

5. Following playtime, help the children develop a plan for cleaning up the classroom in an organized manner. Help them consider things such as how to sort the toys, who will carry out the tasks, and in what sequence the work will be done. After the planning, help the children carry out their plan.

6. A similar plan needs to be developed for cleaning activities. Help children decide what is dirty and how it should be cleaned (vacuumed, washed, dusted). Help children carry out plans.

7. Share the planning, sorting and cleaning procedures with parents. Arrange for child to clean his room at home, with parents' help. Ask parents to share results. To reinforce concept of categorization, have children cut out pictured objects and sort according to category. Glue objects by group to construction paper.

REFERENCES

Mayer, Mercer (1987) Just a Mess. Racine, Wisconsin: Western Publishing Co., Inc.

Shoebox Skills

Create shoebox activities to enhance life skills

LEVEL
Elementary

PURPOSE
Shoebox Skills are developed so that each child can practice skills leading to independent living.

OBJECTIVES
- To develop a program where independent living skills could be practiced in a group setting, yet be individually guided.
- To further the skill levels necessary for independent living.
- To enable evaluators to have a clear understanding of expectations for each unit.
- To nurture pride of accomplishment in every individual.

TIME
Variable

RESOURCES
- Shoebox and materials for each skill taught
  For example:
  Setting the table, placement, napkin, cup, plate, silverware, shoe polish, pair of shoes, polish rags, shoe lace
- Two sets of instructions for each Shoebox activity

PROCEDURE
1. State goal for box. What skill do you want to teach?

2. Select and box materials.

3. Enclose general instructions on a typed index card, including examiner directions so that aides may correctly evaluate student work.

4. Instruct entire group on usage of box. Include vocabulary and check recall of instructions with friendly questions and then hands-on practice.

5. Students may either select or be assigned a box.

Emma Louise McCreanor
Mesa School District 51
Shelledy Elementary

6. A tracking system is important, particularly if rewards are given for mastery. After mastery is attained, skills learned should be checked periodically. Then your tracking system and your assigning skills boxes would be necessary to increase student's range of abilities.

Above all, treat this as a fun way to learn. It can be fun for both you and your students.

SHOEBOX EXAMPLE 1

SET TABLE BOX:

1. Put out place mat and napkin.
2. Set plate, utensils, cup, saucer and glass in right place.

Criteria: Correct placement
Examiner Role: Check placement, three times over three days
Materials: Place mat, napkin, cup, glass, plate, utensils

SHOEBOX EXAMPLE 2

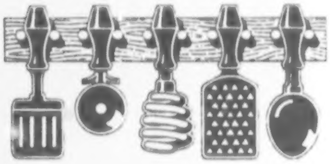
SHOEPOLISHING BOX:

1. Place shoe on newspsper. Put polish carefully on shoe. Don't polish the rubber part.
2. Shine with soft rag.
3. Lace Shoe.

Criteria: Neat job. Shoe polished to glow. Laced correctly.
Examiner Role: Should be needed only to inspect and check clean-up.
Materials: Newspapers (not in box), lace, shoe, polish, rags to apply polish.

Great Cooks Know

Teaching meal planning and preparation



Elizabeth Ybarra
Las Animas School District
Columbian Elementary

LEVEL
Intermediate - very effective with E.S.L. (English as a Second Language) and Special Education students

PURPOSE
Teaching and reinforcing life's skills

OBJECTIVES
- To learn to prepare simple recipes.
- To learn money, measurement, and management skills.
- To increase knowledge and use of cooking vocabulary.

TIME
Variable

RESOURCES
- Kitchen utensils
- Recipes
- Menus

PROCEDURE
1. Introduce the cooking module, cooking terms, utensils, measurements, and recipes. Teach each section individually using E.S.L. drills.

2. Introduce and teach vocabulary (napkins, glasses, utensils, dishes) and appropriate dialogue for table settings, social graces, and manners using real table settings if possible.

Plan a cooking project (reviewing recipes and how to read them). Continue to drill terms and names of utensils.

3. Plan and arrange your shopping trip. Review money and measurement quantities. At the store compare prices and quantities. Keep records of the money spent and the total cost of the recipe.

4. Set the table and cook the meal. Enjoy eating and then clean-up.

5. **Evaluation:** Have students evaluate the food, recipe, table setting, and clean-up. File the evaluation with recipe along with cost per serving. Include a personal evaluation of the difficulty of the recipe.

The Shopping Book

Locating and purchasing items in the grocery store

Mary D. Fuhrman-Saponaro
Adams County
School District 12
Pecos Junior High

LEVEL

Middle School, Junior High, High School (Special Education)

PURPOSE

Enabling persons with developmental disabilities to find necessary items in their grocery store.

OBJECTIVES

To locate and purchase grocery store items without assistance.

TIME

The time necessary for the student to attain proficiency will depend upon the frequency of individual instruction and learning rate of the student. At a rate of one to two times per week, the time span will range from six to twelve months.

RESOURCES

- Three-ring binder with pocket
- Pictures from grocery store ads
- Solid colored material
- Pen to write on laminate
- Tag board
- Labels from cans/boxes
- Laminating machine

PROCEDURE

1. Interview each student to ascertain their weekly food needs. Fill out a breakfast, lunch, and dinner chart with the student, using the information from the interview. (See sample interview on the following page)

2. Include brand names on the chart. Have students either cut out magazine pictures of foods used or bring in labels.

3. Glue the pictures on tag board, laminate the pages, and place the charts in a three-ring binder.

4. During the first visit to the grocery store, walk the aisles with each student and have them write down the aisle number next to each product (using a pen appropriate for writing on the laminate).

5. Draw a circle around the aisle number so it won't be confused with the amount of product needing to be purchased.

6. Before each shopping trip, review each book with each student and write the amount of the product needed next to its picture. This can be wiped clean after each trip.

INTERVIEW FORM

Name ______________________________

Category	Item	Type	Brand Name	Amount	Aisle #
Breakfast	toast	white		1 loaf	
	butter	---		1 tub	
	jelly	grape		1	
	milk	whole		1/2 gallon	
	cereal	Froot Loops		1	

INTERVIEW FORM

Name ______________________________

Category	Item	Type	Brand Name	Amount	Aisle #

Box of Survival

An activity box containing real life situations

Ann Yost
Haxtun School District
Haxtun Elementary and
High School

LEVEL

Middle School, Junior High, High School

PURPOSE

Applying academic skills to the task of solving real life problems.

OBJECTIVES

- To apply math skills to solving problems such as calculating mileage for a trip and cost of tickets.
- To use reading skills to solve problems.
- To correctly fill out applications.
- To interpret current events from newspapers and be able to answer both factual and inferential questions.

TIME

20-30 minutes/activity

MATERIALS NEEDED

- Colored file folders
- Telephone books, etc.
- Labels from food items or medicine
- Teacher-made worksheets for each activity
- Newspapers
- Catalogues
- Order forms
- Applications

PROCEDURE

Develop a range of individual activities and/or worksheets that address life skills. Each activity can be put on the computer with a catchy heading and placed in a laminated folder. Students can work individually or in small groups.

Assign points to each activity.
File these activities individually in the colored folders in a decorated box called "Box of Survival".

Store this box in a central place in the classroom and use for either a whole class activity or as an option to fill in extra time at the end of a period. (See example)

ADDITIONAL EXAMPLES

"Going on a Trip"
You're going on a trip to ________________________. Draw your route on a map. Figure the mileage. If you drive _____ miles/day, mark the cities where you will stay overnight. If your car gets 20 mpg, how much gas will you use on the trip? If gas usually costs $________/gallon, how much will you spend on gas?

"Using the Telephone" (use yellow pages)
List various needs - for example, hearing aid battery, camera lens, outdoor carpeting. Have student write down the name of a specific business where that item can be purchased. Plumbing work is needed at your house - write down the name and phone number of a person and/or a business to contact for repairs.

Classified Information
Look at various newspaper want ads: Determine the name and date of the paper. Determine different types of want ads. Use the newspaper to solve problems such as, buying a pickup truck, or buying a house.

Live in Housekeeper and Cook
Students plan seven days of meals.

Jewelry
Select $30 in jewelry from a catalogue and complete the ordering forms.

BOX OF SURVIVAL EXAMPLE:

CHILLS AND FEVER

Reading Medicine Labels

You're so sick! You have chills, fever, aches, runny nose and you keep sneezing. The pharmacist suggested Vicks Formulas 44M and some aspirin.

1. How much did those two medications cost?
2. Is the pain reliever in tablet, caplet, or capsule form?
3. Is there aspirin in the pain reliever?
4. What are the three benefits of the pain reliever?
5. How often can you take the pain reliever?
6. How many milligrams of acetaminophen (pain reliever) are there in each pill?
7. Look at the cough mixture. What cold symptoms is it supposed to relieve?
8. How much can you take at one time?
9. How often can you take the medicine?
10. How long will the medication be good?
11. If you take the pain reliever at 7 o'clock in the morning, when can you take it again?___________ And then when can you take it again?___________ And when can you take it next?___________
12. If you take the cough mixture at 1 o'clock in the afternoon, when can you take it again?___________And when can you take it again?___________And when can you take it again?___________

Congratulations!
You're Still Alive

Vocational Consumer Home Economics Special Needs Curriculum

A comprehensive curriculum addressing independent living skills

Beatrice Kasparek Roberts
Park County School District
Edith Teter Elementary
South Park Junior
Senior High School

LEVEL

Middle School, Junior High, High School

PURPOSE

Enhancing student learning and achievement of: good hygiene, basic food preparations, wardrobe, laundry, food buying and management, basic oral and written communication, and, income and household management skills.

Curriculum Outline

The author submitted a comprehensive curriculum and the following is a broad outline of the skills taught.

I. Hygiene Skills
A. Washing body parts
B. Shampooing hair
C. Nail, feet and hand care
D. Bathing and showering

II. Food Skills
A. Basic food groups - nutrition
B. Measuring: liquid and dry
C. Kitchen utensil and appliance identification and usage
D. Snack preparation
E. Breakfast, lunch, dinner preparation
F. Special diet food preparation
G. Calorie counting

III. Wardrobe skills
A. Determining wardrobe needs
B. Reading garment labels and tags
C. Clothes shopping: store and catalogue
D. Mending - hand/machine
E. Ironing
F. Folding
G. Hanging
H. Shoe care

IV. Laundry Skills
A. Identification of laundry products
B. Use of laundry equipment
C. Hand and machine washing

V. Food Buying and Management Skills

A. Making a list
B. Familiarization with grocery store
C. Label interpretation
D. Comparison shopping
E. Table setting
F. Table etiquette
G. After-meal clean-up

VI. Basic Oral and Written Communication Skills

A. Introductions and greetings
B. Phone communication
C. Meeting people at door
D. Asking for service
E. Business correspondence
F. Social correspondence
G. Personal correspondence

VII. Income and Household Management Skills

A. Budgeting
B. Attendant care management
C. Insurance services
D. Retirement plans
E. Apartment care: cleaning and maintenance
F. Specific room cleaning and maintenance
G. Room decoration

FOODO

A bingo game to learn about vitamins

LEVEL
Middle School, Junior High, High School

PURPOSE
Teaching wise food selection based on knowledge of nutrition.

OBJECTIVES
- To become aware of nutritional concepts
- To increase knowledge of vitamins

TIME
One class period.

RESOURCES
- "FOODO" cards
- Clue cards
- Markers
- Master tally sheet

PROCEDURE
To make a "FOODO" card

1. Divide a 7"x7" piece of cardboard into 16 equal squares. Label each column with a letter from the word "FOOD" - label the first O, O^1 and the second O, O^2 Write the names of vitamins in all the squares, leaving one square as a free space. Laminate. Different versions of the game card should be developed so students have different cards. (See example of game board)

2. In small groups of 3-5 players or as entire class with teacher as caller.

3. Distribute "FOODO" game boards and markers to the players. To start the game, each player covers the "Free Space" on his or her card. The caller reads a clue and the column it appears in. If the player has the answer to the clue in the indicated column, he or she places a marker on the appropriate space on their "FOODO" game board. When a player has covered four answers in a row, diagonally, horizontally or vertically or each of the four corners, they call out "FOODO".

4. The caller checks the answers against the master tally board to make certain the answers are correct. If they are correct, the player who called "FOODO" is the winner.

Cheryl Myhra
Douglas County Schools
Castle Rock Junior High

Sample questions:

O_2: This nutrient carries nutrients to and wastes away from the cells.
Answer: Water

F: This mineral is found primarily in seafoods.
Answer: Iodine

O_1: The best source of this vitamin is citrus fruits.
Answer: Vitamin C

D: This vitamin prevents the destruction of vitamin A.
Answer: Vitamin E

D: A deficiency of this vitamin may cause hemophilia.
Answer: Vitamin K

O_1: This vitamin prevents night blindness.
Answer: Vitamin A

GAME BOARD EXAMPLE

F	O_1	O_2	D
Water	Vitamin K	Vitamin E	Free
Protein	Carbohydrates	Fats	Vitamin A
Vitamin C	Vitamin D	Vitamin B	Calcium
Iodine	Iron	Water	Vitamin K

Measure Up

Learning cooking measurement through a card game

LEVEL
Middle School, Junior High, High School

PURPOSE
Teaching common equivalent measurements used in cooking.

OBJECTIVES
- To teach substitution of one measurement for another depending on the equipment available and the amount of food being prepared.

TIME
5-10 minutes per game

RESOURCES
- Game cards
- Instructions
- Master match list

PROCEDURE
To make game cards:
Use 3x5 index cards and write a measurement such as "4 quarts" on the card. To create this card's match write "1 gallon" on the next card (one stick of butter = 1/4 pound, 8 fluid oz. = 1 cup, etc). Continue making cards until you have made matching cards for all the measurement equivalents. Create one mismatch card - this will be the"loser" card at the end of the game.

Game Directions:
1. Select 3-4 players, one is appointed as official judge. Shuffle and deal the cards, one at a time, facedown to all the players.

2. Each player looks at his cards, matches as many equivalent pairs as possible, then places all equivalent matched pairs of cards on the table faceup in front of him.

3. Any player may challenge a match for correctness. The player appointed official judge will verify any challenged match by checking the master match list.

4. The dealer begins play by drawing one card from the hand of the player on his/her left. If a matching card is picked, the pair is placed face up in front of the player. If not, he keeps the card he drew and adds it to his/her hand. The turn ends, and play passes to the left. The next player draws one card from the hand of the player on the left.

5. The game continues until all equivalent pairs are matched. The player holding the Mis-Match card is the loser.

Cheryl Myhra
Douglas County Schools
Castle Rock Junior High

Comparison Shopping

Locating items and comparing prices in the grocery store

Sue Mundell
Jefferson County
Public Schools
Green Mountain
High School

LEVEL

Middle School, Junior High, High School

PURPOSE

To enable students to learn, practice and drill on comparison shopping.

OBJECTIVES

- To demonstrate the ability to locate assigned items in a store.
- To record purchase price and price per weight on a prepared recording sheet.

TIME

The length of each session is determined by the distance to the store and amount of time needed for each student to complete the objectives.

RESOURCES

- Product pictures from newspaper inserts, magazines, mailings
- Index cards

PROCEDURE

1. Make Store Item cards by gluing a picture of a particular item onto an index card. Draw a small box at the bottom of the card. (This box is to be filled in later with the information regarding purchase price and price/lb.) On the back of this card include blank lines for student's name, date, purchase price, and price/lb.

2. Distribute these cards to the students going to the store. Before the students go to the store, have them verbalize the products they are responsible for. Once at the store, allow the students who are able to manage independently to do so. Students requiring more direction should remain with the teacher.

3. After the Store Item cards are completed, the teacher checks for accuracy and the students make any necessary changes.

4. Back in the classroom the students transfer the information from the back of the Store Item cards to the box in the front and then color code the cards by aisle or department. Develop a store directory using the Store Item cards. Set up a classroom store and have the students go shopping. Some students may be able to comparison shop for prices while others may just locate items.

color
code
dept.

glue
item
here

Student ____________________
Date ____________________

PURCHASE PRICE

***PRICE PER WEIGHT
OR AMOUNT***

$___.____ per / ________ o.z.? lb.: number?

Transfer information to box on front

color
code
dept.

glue
item
here

Student ____________________
Date ____________________

PURCHASE PRICE

***PRICE PER WEIGHT
OR AMOUNT***

$___.____ per / ________ o.z.? lb.: number?

Transfer information to box on front

Personal Health & Hygiene

The ability to understand health-related issues and apply them to physical well-being

"Me" Book

A comprehensive curriculum to enhance personal pride and experience

Lynette Zinno
Pueblo School District 70
Vineland Middle School

LEVEL
Elementary

PURPOSE
Teaching students to appreciate their uniqueness and take personal pride in their appearance.

OBJECTIVES
- To teach life experiences needed for daily survival.
- To teach academic skills such as: writing, reading, listening, gathering personal information, fine and gross motor, math, using a dictionary, art skills and sorting.
- To enhance critical thinking skills, such as: labeling feeling states, identifying the best and worst incident in their lives, and choosing appropriate behavioral repertoires.

RESOURCES "Me" Book
- Photos from home
- Combs
- Happy face stickers
- Washcloth
- Toothbrushes
- Body soap (samples)
- Cuticle remover
- Nail file
- Needle & thread
- Darning needles
- Clothesline & clothespins
- Photos from school
- Shampoo-conditioner (samples)
- Magazines
- Kleenex
- Toothpaste (samples)
- Lotion
- Fingernail brush
- Nail scissors
- Fabric
- Access to washing machine, dryer

The "Me" Book

The author submitted a comprehensive activity book to be used over the course of a school year. Each student has a personal copy of the "Me" Book. The following is an abbreviated description of the information and activities in the "Me" Book.

This is me

A. Information about my birth (year, place, weight, baby picture)
B. Why my parents chose my name
C. Make a "me" collage (my sign, interests, signature, hand print)

Me and my family

A. My family tree (name of parents, grandparents, uncles, aunts, and cousins)
B. A picture of me
C. About my mother and father (height, coloring, special activities they do together, etc.)

Hair "Your crown of glory"

A. What scratching your head may mean
B. Shampoo and conditioner your use
C. Information about healthy hairwashing
D. A chart to indicate when they wash hair
E. Reasons to wash hair
F. Dandruff information

Eyes are what your see the world through

A. Colors of student's and family member's eyes
B. Look up name of eye doctor in the phone book
C. Why we need glasses and different reasons why people wear glasses
D. Eye disease (pink eye, styes,etc.)

Ears, Nose, Mouth

A. Care and treatment of ears
B. How ears work
C. Hearing loss
D. Use and care of the nose
E. Keeping breath clean

Smiles are free and easy to give

A. The parts of the teeth
B. How cavities form
C. What foods are good for teeth
D. The dental checkup
E. How to brush

Rub a dub dub

A. Why we have body odor
B. How to bathe properly in the tub and shower
C. How to take a sponge bath

Nails, hands and feet

A. Hand, feet and nail products
B. Hand and nail care facts
C. Proper cutting of nails

Don't be a Ragamuffin

A. Clothing care
B. Mending rips, tears and snags
C. Stain removal
D. Checking pockets before washing
E. Sorting clothes
F. Washing and drying
G. Ironing

Me, Myself and I

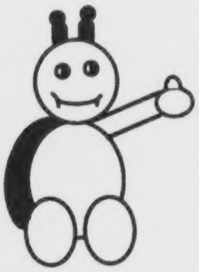
A. Minding your manners
B. Rules to live by
C. My likes and dislikes
D. What makes me happy
E. The best thing that happened to me

REFERENCES

- **Crest School Program**
  Professional Services Division
  The Proctor and Gamble Company

- Webster's New World Dictionary
- The Teens and Teeth by Barbara Abel
- Health and Good Manners by Fred Justus

- **Ivory Handwashing Program**
  Professionals Programs
  The Proctor and Gamble Company



Eye Model

Here's looking at you kid! Making a papier-mache model to learn about the eye

Dorothy Presley
Pueblo School District 70
Pueblo West Elementary

LEVEL
Elementary

PURPOSE
Reinforcing the study of the eye.

OBJECTIVES
- To construct a basic eye model from papier-mache.
- To locate and label the following parts of the eye: cornea, lens, pupil, tear gland, muscles, veins, optic nerve, retina, iris and sclera.
- To learn the necessary care and protection of the eye.

TIME
Two to three weeks

RESOURCES
- Ten to twelve inch balloon
- White spray lacquer
- Clear spray sealer
- White poster paint
- Red poster paint
- Construction paper
- Yellow tissue paper
- Newspaper
- Wheat or flour paste
- Masking tape
- Two inch straw
- Two cotton balls
- Saran wrap

PROCEDURE
1. Inflate balloon and tie in a knot. Cover balloon with four to five layers of papier-mache. Let balloon dry several days, turning each day to let the balloon dry evenly on all sides.

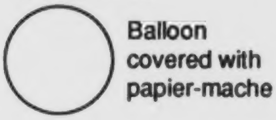
2. Cut the eye model in half to remove the balloon and spray inside and out with a light coat of white lacquer.

3. Cut one end approximately two inches in diameter. Cover the hole with a layer of Saran wrap: label cornea.

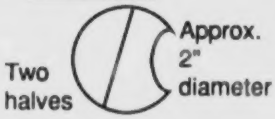
4. Cut a small hole in a 3x3 piece of construction paper; label pupil and iris. Tape this piece on the inside over the hole and the first layer of Saran wrap.

5. Place another piece of Saran wrap over the construction paper and label lens. On the inside of the eye, label retina. Tape both halves back together, using masking tape. Two layers are sufficient.

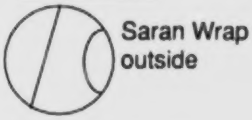
Steps 1-3


Balloon
covered with
papier-mache

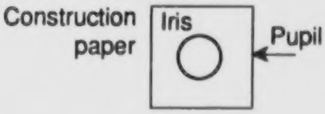
Steps 4, 5


Two
halves
Approx.
2"
diameter

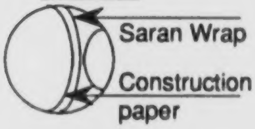
Steps 4, 5


Saran Wrap
outside

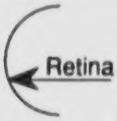
Steps 6-8


Construction
paper
Iris
Pupil

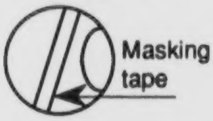
Step 9


Saran Wrap
Construction
paper

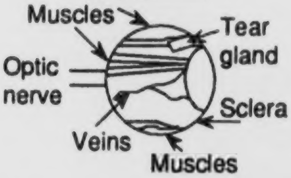
Step 10



Step 11


Masking
tape

Step 14


Muscles
Tear
gland
Optic
nerve
Sclera
Veins
Muscles

6. Using the poster paint, paint the outside white; let dry. Using the red poster paint, paint four wide strips for the muscles and make some squiggly lines for the veins; let dry.

7. Cover two cotton balls with a 3x4 inch piece of yellow tissue paper and assemble on top of the eye ball for the tear gland; label tear gland. Make a small hole in the back and insert the straw; label optic nerve. Finish the eye with a light coat of clear sealer to protect it.

8. Look through the pupil and the optic nerve. What do you see?

9. Discuss the care and proper treatment of the eye.

This provides an excellent hands-on activity for the students to learn the components of the eye as well as an excellent evaluation tool for labeling and naming each part.

Look Good, Feel Smart

Improving self image and life skills through a beauty shop appointment

Judy Nelson
Englewood Public Schools
Englewood High School

LEVEL

High School

PURPOSE

Developing an interest in grooming and public social skills as part of a rewarding and fun manicure or hairstyle appointment routine.

OBJECTIVES

- To locate and note a business telephone number using yellow pages.
- To schedule appointments for a specific time and day.
- To use public transportation to and from scheduled appointment.
- To check in prior to appointment by giving name to receptionist.
- To demonstrate public social skills by visiting quietly, looking at magazines, and sitting in a waiting area.
- To maintain personal grooming between appointments.

TIME

Ongoing as an incentive for good hygiene

RESOURCES

- Local beauty school that offers complimentary services
- Appointment card requests
- Name cards for nonverbal check-in
- Money for public transportation
- Recognition certificate

PROCEDURE

1. Identify local beauty school on or near bus line. Call to determine when complimentary services are provided.

2. Have students schedule appointments in a cluster, allowing bus time each way.

3. Prior to appointment day, role play or practice use of public transportation, waiting in the waiting area, and scheduling appointment for the following week.

4. Go to appointment as scheduled. Evaluate trip with group on return. Provide an optional written checklist.

5. Repeat steps three through five weekly, rotating students as appointments become available.

Leisure

The ability to identify and develop leisure skills that increase life enjoyment outside school and work hours

"Stratton's Struttin On" Travel Agency

Plan a trip just like a travel agent

Millie Klenda
Stratton School District
Stratton Elementary

LEVEL
Intermediate

PURPOSE
Incorporating and strengthening thinking, research, reading, and math skills through planning a trip.

OBJECTIVES
- To reinforce and develop basic math skills.
- To give the students practice in skills needed to identify and solve the problem.
- To reinforce skills with money and time telling.
- To reinforce basic library skills.
- To develop and reinforce comprehension skills.
- To increase awareness of various regional areas.
- To read and utilize a map and mileage charts.
- To understand differences of time zones.
- To practice writing skills and language usage through writing a travelogue.

TIME
2-3 week unit

RESOURCES
- Travel books, brochures and magazines
- Paper for banners
- Markers

PROCEDURE
1. Have students brainstorm favorite vacation spots. Select the top 5-6 locations by class vote. Discuss what resources can be used to research the vacation spots selected.

2. Study each location for 2-3 days; locate on a globe and map and determine the relationship to Colorado. Study time zones regionally and globally. Narrow the location to a specific area or city.

3. Create posters for each region. Define travel agency and discuss what a travel agency does. Design a travelogue on each location through planning the trip as realistically as possible.

4. Have the students work independently or in small groups to explore travel arrangements and finances in terms of: length of stay, mode of transportation, distance from Denver, route tickets needed, attractions, and souvenirs.

5. Have students design tickets for the airline, bus or train which can then be purchased by students to reinforce money skills.

6. Reading series stories that relate to the areas can be incorporated into the unit, such as using 3rd grade reading series Spinner Houghton Mifflin. "Keola's Hawaiian Donkey", (Hawaii), "Mary of Mile 18" (Canada and Alaska) and "Yagua Days" (Puerto Rico).

These activities could be expanded into budget and banking check writing activities or studying and programming computerized listings of departures, arrivals, fares, etc.

TRAVELOGUE EXAMPLE
by Stratton Student

We start our trip by driving to Denver (which takes two hours.) Then we fly to Disneyworld in Florida (which takes five hours.) We swim for an hour and a half. Then we go to a restaurant. We were there for 1 hour and 15 minutes. After that we ride on five rides for 25 minutes. How long has it been since we left?

We go on the Star Ship. If we go during the time of on-season it costs us $10.55. If we go non super value season it costs $9.25. How much less is super value season cost?

We jog around the jogging course. One side of the course is 128 yards. How many yards on all four sides of the course?

Busy Hands

Develop enjoyable free time activities

Gall M. Wall
Florence School District
Florence Elementary/
Middle School

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Enhancing Self-Esteem through leisure time activities.

OBJECTIVES

- To develop awareness of need for cooperative effort.
- To learn stress reduction through leisure time.

TIME

As needed

RESOURCES

- Materials depend on activity

PROCEDURE

I. Construct a bird feeder.

Materials needed include:

- Choice of wood, pre-cut patterns, or craft sticks
- Wood glue
- Sand paper
- Paint
- Varnish or gloss coat

1. Students receive a picture and wooden pieces necessary to complete the feeder.
2. Students sand wood.
3. Students use glue to construct feeder.
4. Paint bird feeder and spray or paint with gloss coat to protect from the elements.

II. Latch Hooking - Make a wall hanging or pillow.

Materials needed include:

- Choice of commercial kit
- Use latchhook fabric and transfer favorite picture
- Yarn in kit or some cut by hand
- Latch hook

Continued on following page

1. Teach student a three part step:
    a. Place hook through fabric hole.
    b. Place yarn around hook and twist to one side under open end of hook.
    c. Pull yarn through and tighten.
2. Do project line by line or color by color.
3. Sew binding on edges when complete and make into wall hanging or pillow.

III. CAKE DECORATING: Involves baking a simple cake, making icing and decorating.

Materials needed include:

- Cake mix and ingredients (eggs, water, etc.)
- Buttercream icing
- Simple decorating kit (bags and tips)

1. Icing practice:

a. The teacher can bring already prepared icing or make in class.
b. Give students different tips and icing bag.
c. Students can practice simple star/shell designs on a piece of plastic laying over sheet with pictures of stars/shells.
d. Mistakes can be eaten.
e. Have students create designs they would like to try.
f. Students can try ideas they see in cake decorating books.

2. Preparing the cake:

a. Bake cake in class one or two layers.
b. If one layer is made students can slice it in half to be torted (filled with cherry or lemon filling).
c. Each child can be shown how to ice cake with plain white icing.
d. Decoration on icing can be done in color, for example: clowns, flowers, shells, and stars.
e. Children take home individual cakes to family.

OTHER OPTIONAL UNITS:

1. Sewing: repair torn clothes, sew on buttons, sew and stuff a simple pillow.
2. Gardening: Depending on season have small garden inside or outside. Plant seeds in flower pots.
3. Janitorial: Cleaning windows, tables, or washing cars.

Life Simulations

The simulation of situations that are commonly faced in adult life

Integrating Drama With Social Studies

A simulation of city council activities

Lillian Brown
Lewis-Palmer
School District
Kilmer Elementary

LEVEL

Elementary

PURPOSE

Teaching children to have a voice in their local government and their community.

OBJECTIVES

- To use creative problem-solving and to compare their feelings when they act as city council members or parents.

TIME

Thirty minutes a day for five days.

PROCEDURE

Activity I

Ask students to relax by closing their eyes and thinking about when they first awakened in the morning. Ask students to think about all the things they did from the time they got up until they arrived at school. (Did they ride the bus? Did they walk? What sounds did they hear?) Ask them to think about how the countryside might have looked before there were any man-made structures. Ask them to think about what they would include if a city were built right here. Allow sufficient time to visualize and give students some drawing paper.

Ask the students to sketch a picture of a city using crayons. When the pictures are completed, arrange them on the floor in groups of five or six. Students can take turns arranging and rearranging the pictures until all are satisfied with the layout of their city. Since the groups will remain together during this project, review with them skills for working together, problem solving, and socialization.

Activity II

Have students share their pictures in the small groups, make sure they notice likenesses and differences. Once back in the large group, discuss different goods and services the cities provides. Discuss how city rules are arrived at and the importance of a city council.

Continued on following page

Activity III
Students hold City Council elections and elect members. Have each elected official create a resume for him or herself, revealing what job he or she has. Arrange the room to look like a City Council board room.

Ask these questions of the students:
Why do you suppose people decided to set up city councils?
Why is it important for people to listen to each other?
Why do we care about the problems of the people of this city?

Have the council solve problems such as a complaint by a citizen who was displaced from his home due to highway construction and an irate business owner whose business has been displaced for the same highway construction. Arrange for a classroom visit to a city council meeting.

Ask these questions of the students:
How did you feel as a council member?
How did you feel toward the citizen?
How did you feel toward the business person?
How would you feel if something like this happened in your own community?

Activity IV
Arrange the council room again. Tell council members to consider the problem of a construction company asking for help with neighborhood kids blamed for vandalizing a subdivision. The parents believe that the construction company owner's claims are unfounded. What questions would you ask? How would you solve the problem?

Activity V
Ask students to be parents at a meeting the construction company owner has called to discuss the the problems their children are causing in the subdivision. ("How did you feel as a parent compared to how you felt as a council member?")

This activity can be extended by having children role play other community people (e.g., firefighter and police officer) and act out the problems and possible solutions people would face.

AUTHOR'S NOTE

Following these lessons one student attended a city council meeting with her mother. She had a much better understanding of the issues faced by the council members and citizens. The student reported that she was not the least bit bored at the meeting.

The Community

Learning about how a town is run

Barbara J. Hill
Jefferson County
Public Schools
Marshdale Elementary

LEVEL
Intermediate, Middle School, Junior High

PURPOSE
Experiencing many of the skills needed in a democratic, free market society and learning how to work cooperatively.

The community components: THE TOWN MEETING and THE FUNCTIONING COMMUNITY

THE TOWN MEETING

OBJECTIVE
- To demonstrate leadership skills.
- To solve problems.
- To develop a decision-making process.

PROCEDURE

1. Identify the qualities of a good leader. Elect a student mayor who fulfills the requirements. Select assistants, if necessary to work with the mayor.

2. Identify the characteristics of a good tax collector. Elect a tax collector who meets the criteria. Select assistants, if necessary to work with the tax collector.

3. Identify the traits of a good constable. Elect a constable to maintain order. Select assistants, if necessary to work with the constable.

4. Develop a system for presiding over town meetings. Call a town meeting.

5. Discuss problems with the colonists and list them on the board. Examples: What laws are needed? What do we do if a colonist can't pay his taxes? Brainstorm possible solutions.

6. Vote on the resolution for each problem. Allow students to arrive at their own solutions with minimal teacher input.

THE FUNCTIONING COMMUNITY

OBJECTIVES
- To learn how to operate a colony.
- To demonstrate how to make a profit in business.

- To explain the use of taxes.
- To learn about mortgage money.
- To choose authentic roles within the colony.
- To govern the town.

RESOURCES

- Two hundred $1.00 bills printed on green construction paper
- One hundred $5.00 bills printed on blue construction paper
- Seventy-five $10.00 bills printed on red construction paper
- Fifty $20.00 bills printed on yellow construction paper
  (See examples on following page)

PROCEDURE

Increasing Capital

1. Reward students with $1.00 bills for demonstrating appropriate behaviors.
2. Encourage the element of chance by having students select colored slips of paper which may be exchanged for the corresponding colored bills.

Organizing and Operating a Colony

1. Identify businesses needed in the colony including two stores, one blacksmith shop, one newspaper, one bank, and two farms.
2. Encourage students to work cooperatively and pool their resources to buy a business.
3. Auction off each business for a down payment and a weekly mortgage fee of $5.00. The businesses consist of two stores, one blacksmith shop, one newspaper, one bank, and two farms.
4. Sell each business to the highest bidder.

Making a Profit From Trade

Show a profit or sell out and lose the business.

Paying Taxes

1. Pay elected officials from the taxes.
2. Send tax money to England.
3. Raise taxes to support British troops during the French Indian war.

Paying Mortgages

Make mortgage payments to the bank every Friday.

Defining Colonial Roles

Operate businesses which existed in colonial times, for example, a newspaper, a craft shop, and a gunshop.

Referring Problems

1. Refer local problems to the mayor's office.
2. Refer problems affecting the colony to the governor's office.

Identifying the Rules of the Colony

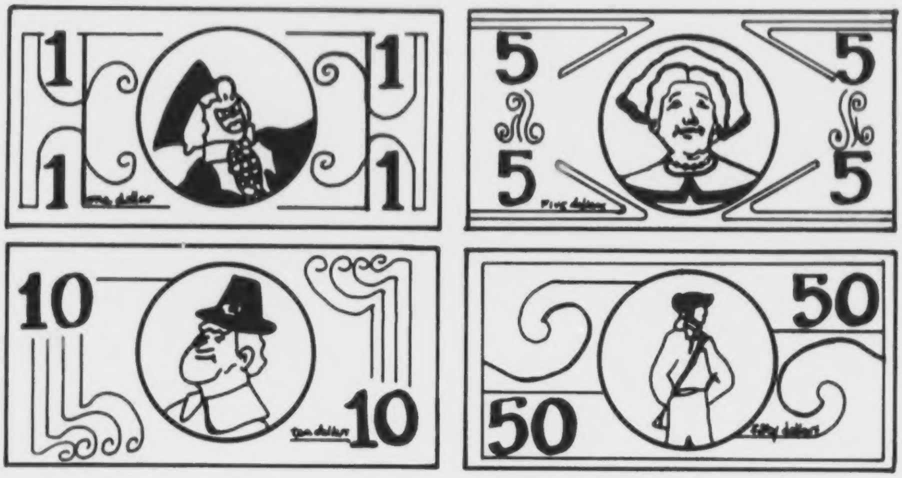
1. Require each citizen to turn in a weekly shelving record of purchases. They must buy food items from each of the four food groups (meat, dairy, fruit and vegetables, bread or flour.) They must also purchase four other useful colonial items.
2. Encourage colonists to make a list prior to market day of what they intend to buy.
3. Initial receipts of purchases.
4. Mandate that shops must buy materials from a supply ship and sell items at competitive prices.

Running the Local Newspaper

1. Write articles about the Town Meeting.
2. Charge consumers advertising fees plus a $2.00 charge for coupons.
3. Sell three copies for $1.00 or charge $1.00 for ditto paper.
4. Hire a town crier to sell the papers.

Running the Farm

1. Determine prices for bushels of produce.
2. Hire a miller to grind and sack grain.
3. Sell milk by the gallon, eggs by the dozen, and cheese by the pound.



The Life of an Egg Child

Don't scramble my child! Using an egg to simulate parenthood

LEVEL
Intermediate, Middle School, Junior High, High School

PURPOSE
Teaching students the meaning of responsible parenting.

OBJECTIVES
- To understand the demands of being a parent.
- To verbalize disruptions parenthood causes in their personal and social life.

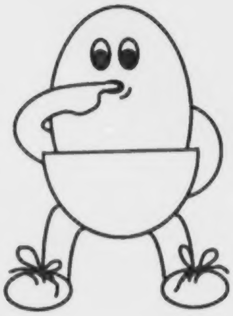
TIME
Five full school days, Monday through Friday

RESOURCES
An egg for each student (raw, in the shell). This represents a baby.

PROCEDURE
Ask each student to carry an egg with them at all times for one week and protect it from being broken. Remind students that if they either forget their egg or break it, they will be liable for neglect.

On the fifth day, discuss the demands of parenting on each student's personal and social life.

NOTE
In Junior High, the students to do the same experiment except they carry a 10 pound bag of flour instead of an egg.



Ruth Robinson
Jefferson County
Public Schools
Molholm Elementary

Lifestream

Simulation of common issues faced by adults

Cathy Brondos
Cherry Creek Schools
Estate I-Team

LEVEL

High School

PURPOSE

Providing students with experience in using community resources for adult life situations including: getting married, having a baby, buying a car, renting an apartment, dealing with death in the family, and marriage counseling or a divorce.

OBJECTIVES

- To provide a framework and timeline for gathering information in solving life problems.
- To gather and calculate real estimates of the financial costs incurred in dealing with life problems.
- To plan for major events and compare expenses to income.
- To utilize community resources that can help them solve specific problems.
- To develop and utilize telephone skills.
- To develop and utilize social skills in meeting business and professional people.
- To develop and utilize interviewing and research skills through gathering information.
- To develop and utilize skills in locating places in their community.
- To correctly fill out information forms.
- To work cooperatively in achieving a mutual goal.
- To make written statements advising how to solve similar life problems—what was helpful and where the pitfalls lie.

TIME

Class has been taught as one-week "block" course, four hours per day, for five days. Students are expected to complete an additional ten hours of activity outside of class—writing, planning, caring for "child", etc.

Future plans include expanding course to a four or five week block, using one week for each topic and allowing each group to complete each activity under each topic.

RESOURCES

- Community resource people
- Items such as large signs for "game board" on wall and description of daily team activities
- City maps; U.S. maps

RESOURCES Continued

- Pocket folders
- 12 small plants, ribbons, etc.
- Worksheets: Observation of "parenting"; Budget worksheets
- Certification form verifying contact with a community persons
- Student contract
- Daily evaluations of resource and activity
- Certificate of completion

PROCEDURE

1. Determine calendar dates for activities. Three to four weeks prior to activity, set up community contact people who will meet with students. School district may have a resource person to assist.

LifeStream activities focus on life's major events:

A. Getting married
B. Having a baby
C. Buying a car
D. Renting an apartment
E. Dealing with death in the family
F. Marriage counseling/divorce

2. Explain to resource people that students are participating in a simulation dealing with solving adult problems. Also describe the age and the type of students involved. Be clear about expectations. Students are to be treated like real clients. Students are to complete typical paperwork, sit through explanations of contracts, policies, procedures, and sales pitches.

3. Inform resource people that students are expected to phone in advance to confirm appointments the day of activity. Students are to present teacher's business card and introduce themselves, and to state purpose of the meeting. Students are to request business card from resource and get signature and comments on "Certification of Activity" form. Develop a point system to keep track of activities completed and to use to determine grades.

4. Prior to the first day of the course, orient the students to the general idea of the class. The elements of surprise and anticipation are important to maintain enthusiasm each day. Approach it as a game show!

Alert students to dress each day, ready to meet with business and professional people. Remind them that their manners are a direct reflection on them, you and the school.

5. Present each student with either a small plant or an egg that will become his/her child for the week. The "child" must accompany the student at all times. Students are encouraged through extra points to exhibit good parenting skills.

6. During the orientation session, have the students read and sign the course contract. Divide the students into small groups.

7. At the beginning of each session add a large card to wall announcing the day's topic. At end of week, the winning team receives special prize (candy, pop, etc.)

8. Prepare descriptions of the activity for each group for the day's topic. Each description is written on a separate sheet of paper and placed in "The Can of Fates", from which each group draws their activity assignment every day. No group may trade or change its assignment as we must all learn to deal with whatever life brings our way!

Below is a sample detailing specific tasks for each group on day two:

Day 2: Having a Baby

A. Group I must visit a hospital and go through orientation/instruction for prospective parents.

B. Group II must meet with an insurance agent and "purchase" life and health insurance.

C. Group III must meet with a child care specialist and visit a number of child care facilities with the specialist, learning how to evaluate centers.

D. Group IV must go shopping for nursery equipment and baby needs, and assemble a comparative price list based on three stores. Upon returning, they make final selections and fill out final budget sheet.

THE NUMBER OF ACTIVITIES MAY BE EXPANDED TO ACCOMMODATE WHATEVER NUMBER OF GROUPS ARE ESTABLISHED.

9. Upon returning to the school at the end of the day each group compiles information gathered and prepares materials to be put into a class notebook, which serves as a school resource for others, as well as a record of achievement for the class.

10. Using sheet of construction paper, make dividers for each section of the notebook e.g., "Furnishing the Nursery" or "Selecting Child Care". This can be decorated as well as labeled.

11. Have each group write a minimum one-page description of their findings, giving advice to other young adults on what they found to be beneficial and what they found problematic, for example, "The insurance forms are very complicated; you need to have a lot of information ready." or, "If you are having marriage problems, I definitely advise you to see a counselor; they can really help you try to work it out."; or, "Getting a divorce is very expensive. You better think about it a lot."

12. Each group includes "Certification of Activity" sheet, completely filled out by the business people verifying their visit.

13. Each group fills out "Evaluation of Resource" sheet, telling what was helpful/not so helpful about their resource person, and puts this in the notebook. Include budget worksheet, with all calculations completed. Record total costs of each activity. (Insurance, apartment rent, furnishing nursery) on separate form and post on wall under "Card" announcing the day's topic. This provides a running tally of costs incurred during the week, making students aware of how quickly expenses add up!!

14. At the end of the course students share a catered luncheon which has been planned and arranged by one of the groups who investigated the "Wedding Reception" on Day 1; special funds are used to cover the cost. This is a very "fancy" event—punch bowl, candlelight, table cloths. If possible, invite some resource people to join the class.

15. Provide time for students to discuss the impact of the course. Also, require written evaluation of the course: overall reaction; best part; worst part; what should be eliminated/added; should the course be repeated.

16. Give prize to high-scoring team. Points can be earned for attendance, budget, completed calculations, and returning to class.

Be sure to send thank-you notes to all resource people, without whose help this course wouldn't be possible!

Lifestream

Block Course

Develop a list of questions to be answered by each group for each activity. Questions should include information on type of activity, costs, services, etc.

DAY 1

Topic: MARRIAGE

Group Activities:

a) Obtain marriage license and blood tests.
b) Make arrangements, encourage premarital counseling, etc.
c) Arrange clothing and flowers for wedding party.
d) Arrange reception, catering and facility.

Resources

- Phone book
- Florist
- Church official or Justice of the Peace
- Bridal shop
- Formal wear store

DAY 2

Topic: RENT APARTMENT / BUY A CAR

Group Activities:

a) Cut out ads; shop with realtor.
b) Shop for car and arrange for financing.
c) Buy renter's insurance. Buy auto insurance - call regarding make/model of the car.
d) Shop for the apartment furnishings (appliances, basic furniture).

Resources

- Realtor
- Car dealer
- Insurance agent
- Department store

DAY 3
Topic: **HAVE A BABY!**

Group Activities:

a) Arrange prenatal care including: birth preparation classes, hospital and delivery.
b) Purchase health insurance. Purchase life insurance.
c) Furnish the nursery with furniture and clothing. (Prioritize new or garage sale items).
d) Arrange full-time child care.

Resources

- Hospital
- Insurance
- Department store
- Preschool

DAY 4
Topic: DEATH IN FAMILY

Group Activities:

a) Make initial contacts: coroner, police, family doctor, family minister and arrange for a speaker to present on the topic.
b) Calculate the cheapest mode of transportation for out-of-town family—car, bus, airplane. Determine the time factor.
c) Make funeral arrangements: coffin, music, flowers, service.
d) Settle the estate (probate).

RESOURCES

- AAA
- Mortuary
- Attorney
- Film: Death and Dying

DAY 5 *Topic:* LET'S GET DIVORCED

Group Activities:

a) Arrange and meet with marriage counselor.
b) Arrange and meet with divorce lawyer; do paperwork; determine fees; settle child custody.
c) Arrange court hearing.

Resources

- Counselor
- Lawyer

EVALUATION OF ACTIVITY

NAME:

GROUP #:

DATE:

ACTIVITY:

RESOURCE PERSON:

NAME OF BUSINESS:

ADDRESS:

PHONE NUMBER:

EVALUATION OF RESOURCE PERSON:
(Comment on friendliness, helpfulness, ability to answer questions, ability to help you ask for information, etc.)

YOUR REACTION TO ACTIVITY:
(Did you learn anything new from this activity? What was your reaction to the number of details you had to be concerned with and the costs? What were the easiest and most difficult parts of the activity?

CERTIFICATION OF ACTIVITY

Date ______________________________

Activity or Business ______________________________

____

Address ______________________________

____

(Attach business card here)

Resource Person Signature: ______________________________

Did student present teacher's business card? ______________

Approximate time spent: ______________________________

Was “child” (egg or plant) present? ______________

Students ______________________________

____

____

____

Real Life Academics

The acquisition of academic skills necessary to negotiate in the community and accomplish tasks associated with adult life

The Year at a Glance

Understanding the concept of a year and its relationship to seasons

Barbara L. Fogg
Montrose County
School District
Pomona Elementary

LEVEL
Primary

PURPOSE
Encouraging development of time awareness.

OBJECTIVES
- To learn the concept of a year.
- To learn the concept of seasons.
- To sequence months and seasons with and without cues.

RESOURCES
- Seasonal pictures from an old calendar
- 5" x 8" plain index cards
- Four different colors of construction paper
- Markers

PROCEDURE
Make a seasonal bulletin board. Use pictures from old calendars to represent the seasons. Select and cut colored construction paper to match each season.

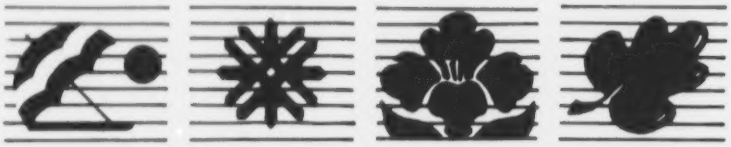
Write the name of each month on an index card and color code the names to match the season (e.g., if blue were chosen for winter, then December, January and February would be written in blue).

Choose colors to depict the season (the cool blue of winter, the greening of spring, the red hot of summer, the browning of fall).

ACTIVITIES
The calendar provides young students with a visual representation of months and seasons. Activities are designed to use the calendar and increase student awareness.

A. Use the arrow to point to current month and move arrow when the month changes.
B. Have students touch or point to the month of their birth.
C. Have students name the season their birthdays fall in.
D. Students make symbols for each month (i.e., January snowflake, October pumpkin, etc.)
E. Count the number of months the students are in school.
F. Name the current month; last month; next month; month after next, etc.
G. Name the current season, last season, next season, etc.

H. Have students write experience stories at the end of each month.
I. Have class write a "shared author" book for each month with each child contributing a page.
J. Books can be color-coded to match seasons and made available in the class library.



Reading and Math in Their Lives

Seeing the relationship of reading and math to careers and everyday living

Beverly Malmberg
Adams County
School District 12
Rocky Mountain
Elementary

LEVEL
Elementary

PURPOSE
Motivating students to learn math and reading skills.

OBJECTIVES
- To develop awareness of warning and informational signs and labels surrounding us.
- To increase awareness of the importance of reading and math in daily life.
- To increase awareness of reading and math skills necessary for various careers.
- To apply reading and math skills to real-life problems.
- To give examples of how reading is used in real life for safety, information, and enjoyment.
- To learn how to conduct simple interviews.

TIME
Variable

RESOURCES
- Bulletin board to decorate on various themes of unit
- Easy recipes for snacks
- Seeds
- Business people
- Field trip locations
- Wallchart paper
- Marking pens

PROCEDURE
1. Learning Centers

Develop centers to teach cooking, listening, arts and crafts, and science that use math and reading. Rotate students through centers on a weekly basis.

2. How Reading and Math are used in People's Lives

A. Have students bring in picture examples from magazines and newspapers of how people use reading and math in daily life. You can even have them "scout out" the school for examples. Display the examples on a bulletin board.
B. Have students interview parents, school personnel, relatives, and friends about how they use math and reading in daily life. Put the information on a large chart.

C. Brainstorm a list of examples of reading and math activities in our daily lives - display prominently.
D. Take field trips to various businesses.
E. Invite guest speakers.
F. Have students make up riddles on various careers.
G. Develop paper sack puppets of different careers.
H. Take photos of community workers.
I. Make a class newspaper, including a summary of jobs and responsibilities.
J. Have students apply math and reading concepts by planning a lunch or party.

3. Parent Resources

A. Have parents come to school and discuss their careers, hobbies, and the math and reading skills needed to be successful.
B. The class will have lunch and discuss either their career choices or their hobbies.
C. Have students interview their parents and give a short report.
D. Visit a parent's place of business.
E. Develop a project related to a career already discussed.

Reading Club

Learning to love reading

LEVEL
Elementary

PURPOSE
Encouraging the love of reading through an incentive program.

OBJECTIVES

- To encourage students to read at home on a regular basis.
- To involve parents and families in the reading process.
- To teach students positive reading habits.

TIME
Ongoing

RESOURCES

- Certificate of Reading Addiction
- Reading coupon
- Wall chart to show progress
- Letter to parents

PROCEDURE

1. Develop a reward system for reading a specific number of minutes and post a large Reading Club sign in the classroom including the reward system.

For Example:

MINUTES	REWARD
400	Lunch in the classroom with the teacher, bringing any treat you choose
1,000	Make your own button badge
2,000	Twenty minute recess
3,000	Thirty minutes helping another teacher
4,000	Lunch with teacher in cafeteria plus any game you want at recess
5,000	Book Worm Bookmark
6,000	Free Book
7,000	Dairy Queen for lunch or dessert
8,000	McDonalds
9,000	One hour helping another teacher
10,000	Lunch with the Principal and the choice of any game at recess.

Heidi Juran
Jefferson County
Public Schools
Earle Johnson Elementary

2. Send a letter home explaining the program to parents.

3. Provide coupons which must be taken home and signed by the parents verifying the number of minutes read. Have students return these "coupons" in groups of 100 minutes.

4. Post a large chart by the Reading Club sign with spaces for each 100 minutes read.

5. Each student is awarded a special certificate when the reading goal is reached.

CERTIFICATE OF READING ACHIEVEMENT

This certificate has been awarded to ______________________ and his/her family for establishing positive reading habits in the home.

____

The Minute Club

OFFICIAL READING COUPON Date ____________

______________________________ has successfully read or was read to for

____________ minutes.

____

Parent's Signature

Write for Life!

Responding to real life situations through writing

Carole M. Wesche Harrington
Thompson School District
Mary Blair Elementary

LEVEL
Elementary

PURPOSE
Acquainting elementary school children with reading, writing, and thinking skills related to every day living while helping them to become confident in handling various situations.

OBJECTIVES
- To learn to use deductive reasoning as applied to life situations and survival in society.
- To acurately record legible telephone messages.
- To make decisions in everyday situations.
- To learn to write appropriate notes as related to courtesies in correspondence.

TIME
Flexible and ongoing—ten to thirty minutes per activity

RESOURCES
- Note paper
- Pencils
- Colored writing paper or stationery
- Colored felt tip pens

PROCEDURE
Part I "What would you do?"
Introduce this unit on logical thinking and survival in today's society. Use the following sentences and ask students to share possible solutions. List solutions on the board. Indicate that there are numerous ways to solve a problem.

What would you do if...
1. Your dog wouldn't stop barking?
2. Your cat burned her paw in the fireplace?
3. You fell and hurt your arm?
4. Your dad needed help making dinner?
5. Your mom fell and broke her leg?
6. Your grandma got her finger smashed in a car door?
7. You saw someone in your neighbor's house while they were on vacation?
8. You saw a three-year old child screaming "Mommy" running around the mall?
9. Your friend fell and knocked himself out while you were at the park?
10. Your friend's mother passed out on a hot July day?

WRITE FOR LIFE PROCEDURE - page 2

Part II "Why"

This portion of the unit investigates the reasons for an event, mood or condition. This can be done in writing or orally. This activity can be done separately or as part of another activity. Have students respond to the following:

1. I really feel cranky today. Why?
2. I'm very concerned about the weather. Why?
3. Mary is having a huge party for her parents. Why?
4. Someone lost his billfold at the movie. Why?
5. Sam is sick and is at home. Why?
6. Mrs. Green is letting everyone in her classroom make candy. Why?
7. Sarah's bike was totally smashed. Why?
8. Some children (people) are unkind. Why?
9. I really think you're a neat person. Why?
10. It's very cold out today. Why?

Part III "Write a Note"

Write a Note: Each child has various colors of stationery, pens, and pencils. Given one of the following situations have each student write an appropriate note. Stress logical reasoning, detail and factual accurate information. Review the correct procedures for letter writing if needed.

1. Tell why your clothes are torn and dirty.
2. Tell why you have six cupcakes on your desk.
3. Tell me why you were crying at recess.
4. Explain why you will not be in school on Friday. How shall I get your homework to you?
5. Explain why you were late for school.
6. Tell why your grandmother came to live with you.
7. Explain why you were out of school for 1 week.
8. Tell me what you would like for me to bring to the picnic next Saturday.
9. Explain to you mom why you don't want to stay with your grandmother next week while she is in New York. Do you have any good suggestions as to what you'd rather do.
10. Tell someone how happy you are that you won $500. Tell them what you plan to do with it.
11. You want to surprise your mom on her birthday. Write a note telling your dad how you will do that.
12. You just broke a vase on your teacher's desk. Write a note to her about this.

WRITE FOR LIFE PROCEDURE - page 3

13. Your neighbor, Bob, mowed your lawn while you were away. Write a thank you note to him.
14. Your mom asked you what you'd like for your birthday party. Write her a note.
15. Mrs. Green came by to visit your mom. She wanted to get a recipe for a yellow cake. Your mom wasn't at home. Write Mom a note about this.
16. A present under the tree was torn open. You know what happened. Write a note to your parents explaining.

Part IV "Telephone Messages"

Provide the students with real life phone call situations where it is necessary to write a note. The student writes down the message. Legibility, important data, and intelligibility is stressed.

Telephone Messages (Teacher "calls"; student takes down message):

1. "Hi. This is Mrs. Brown. Your mom just came by and she wanted me to let you and your dad know she's here. Please tell your dad. Thanks. Bye".
2. "Hi. This is Mom. Please tell Dad to take the meat out of the freezer. Thanks. Bye."
3. "Hello. This is Dad. Remind your mom not to open the garage door. The switch is broken. Bye."
4. "Hi. This is Aunt Kim. Tell your mom that I will bring a chocolate cake, a bag of chips and some ice cream to the party."
5. "Hello. This is Ann. Please tell your mom to be ready at 7:00 o'clock. I will pick her up for the meeting."
6. "Hi. This is the Red and White Store. We have the cake your mother ordered. She can pick it up any time."
7. "Hello. This is Bob Burger. Tell John that he is scheduled to work at 3:00 p.m. Thanks."
8. "Hi. This is Amy Brown. Please tell your dad that my dad needs some help with the car. Your dad said to call if he needed him."

Other situations can be added to these activities by teacher.

Art and Math Learning Activity Package

Using art to explore shapes

Jeanie Goertz
Greeley School District 6
Madison Elementary

LEVEL
Elementary

PURPOSE
Integrating art and geometry, thus enabling students to understand connections between different academic areas.

OBJECTIVES
- To learn various geometric shapes.
- To follow visual and directions.
- To learn to cut and arrange shapes artistically.

ACTIVITY 1: *Shape Search (Math)*

Resources
- Cardboard examples of the geometric shapes: circles, squares, rectangles, triangles
- Construction paper in assorted colors (9" x 12") and some scraps
- Drawing paper (9" x 12")
- Magazine and newspaper pictures that have geometric shapes in them
- Paper towels, some slightly damp to wipe hands
- Pencils or watercolor markers
- Ruler
- Scissors
- White glue
- Wide brushes (1/4" or 1/2")

Procedure
1. Play a recognition game of the various shapes. Have children name objects in the room that are various shapes.

2. Have the children look in magazines and draw around the shapes with pencil.

3. Have each child make a picture using various geometric shapes.

4. Demonstrate what is to be done by cutting out some shapes and pasting them down before the students begin.

5. Display construction paper pictures and have each child share what he/she made with the class.

6. Have the class list objects in the classroom that contain the various geometric shapes.

ACTIVITY 2: Shapes

Resources

- White drawing paper
- Scissors
- Squares and rectangles of colored construction paper
- Glue

Procedure

1. Have the students learn the names of the shapes: circle, square, rectangle, triangle, and the attributes of each shape.
2. Following visual and written directions, students cut a triangle, circle, and rectangle from paper.

ACTIVITY 3: Construction

Resources

- Brushes (1/2" wide)
- Newspapers
- Paper towels
- White glue
- Tempera paint
- Wood, in assorted shapes
- Containers for water and paint
- Paint shirts
- Sandpaper, fine flint paper in approximately 6" x 8" sheets
- Wood base about 5" x 10"

Procedure

Have the students make a 3-dimentional project using geometric shapes.

1. Give each child the base for the construction.
2. Demonstrate how to glue the pieces together.
3. Allow glued construction to set overnight.
4. The child can either paint the construction or use spray shellac to preserve the natural finish.

ACTIVITY 4: Wood Collage

Resources

- Various sizes and shapes of wood
- Glue
- Colored paper (heavy weight)

Procedure

1. Have students organize materials into a pleasing arrangement.
2. Create a wood collage using materials provided.

The author included extensive information on adapting each activity for children with disabilities.

Examples include:

A. Breaking activities down into small steps.
B. Using highly contrasting colors.
C. Using textured paper.
D. Having students work together.
E. Limiting the number of choices.
F. Reinforcing concepts using the felt board and chalkboard.
G. Using glue containers that are spill proof.
H. Giving one direction at a time.
I. Identifying locations where supplies are kept.

The special education teacher in the building can assist with further adaptations of these activities.

Scavenger Hunt

Relating math to real life situations

Dawnita R. Smith
Adams County
School District 12
Meritt Hutton Junior High

LEVEL

Middle School, Junior High

PURPOSE

Enabling the student to attain a visual perception of area (a room, an apartment), volume (a refrigerator, a box of cereal), and perimeter (the outside of a house).

OBJECTIVES

- To apply the skill of calculating area, volume, and perimeter to actual objects that involve rectangles, squares, and rectangular prisms.

TIME

One period a day for three days

RESOURCES

- List items to measure (with a point value for each item listed)
- List of available rooms, if necessary
- Tape measure
- Rulers

PROCEDURE

1. After completing the chapter in the text book about computing area, volume, and perimeter, divide students into groups of three. Give each group one list of items to measure, one list of available rooms, one ruler, and one tape measure.

2. Students are to measure as many items listed as possible in a given amount of time. Have the students turn in their list at the end of the hour or time allotted.

3. On the second day, return the lists to each group and have them compute the perimeter, volume, and area for each item measured. (Students will not be able to compute volume for each item.) Have the groups turn in the worksheet the same day. Total each group's points and determine a winner. (You may want to establish some kind of award for first place.)

4. On the third day, you may want to use the winner's list as a review of the activity either on an overhead projector or on a worksheet for the rest of the class to see.

Comparison Shopping

Who has the best prices? Using math in comparison shopping

Dawnita R. Smith
Adams County
School District 12
Meritt Hutton Junior High

LEVEL
Middle School, Junior High

PURPOSE
Providing opportunities to do comparison shopping between three different grocery stores.

OBJECTIVES
- To compute the unit price on five different products given the price and quantity, without the aid of a calculator or textbook.
- To list three reasons why consumers should do comparison shopping.
- To include five supporting facts in a debate on "Comparison Shopping Between Two Stores".

TIME
One period a day for ten days

RESOURCES
- Three worksheets, one for each store visited
- Coupons
- Grocery list (15 items)

PROCEDURE
Day 1
Divide the class into groups. Each group is given one list of 15 everyday household grocery items and product coupons.

Day 2 and 3
Take the entire class to two different grocery stores on two different days. Each person is responsible for finding and recording the price and unit price for three items on the list. They are to list at least one national brand, one store brand, and one generic brand for each item and include any products for which they have coupons.

Day 4
Calculate the information on the stores.

Weekend
Over the weekend each student is to visit a third store agreed upon by the group and repeat the activity by finding prices on the 15 items.

Day 5

Compile the information from store number three.

Day 6

Compile information from all three stores and turn in all paperwork.

Day 7

Debate on two issues:

1. Resolved that Store # __________ has a better buy on all store brand names.

2. Resolved that Store # __________ has a better buy on all national brands.

Spin and Learn

A game to enhance functional living skills

LEVEL
Middle School, Junior High, High School

PURPOSE
Teaching independent living skills

OBJECTIVES
- To improve skills in calculator math and money skills.
- To understand street safety.
- To develop social awareness.
- To improve functional reading.

TIME
Game can be played from approximately 30 minutes or longer depending on attention span and interest of students.

RESOURCES
- Blank 4x5 cards
- Pictures of survival signs
- Picture of a thermometer
- Pictures of road signs
- Dice
- Grocery store coupons
- Fast food restaurant coupons
- Discount store ads
- Calculator
- Pretend money

- Spinners with six different colored sections representing the six categories

PROCEDURE
Glue various signs, products, shopping items, coupons for making the game onto blank 4x5 cards and then write down questions to correspond to these pictures.

Make six to nine cards for each of these functional six categories: each one should be a different color and should correspond to a specific color on the spinner.

Card examples:
1. **Grocery Store** - have a coupon on a card. Ask: what is the expiration date? How much money off?
2. **Survival Signs** - have exit sign. Ask: what does this say? Where would you find one?
3. **Fast Food Restaurant** - Have a picture of a coupon. Ask: where could you use this? How much would two of the items cost? Pay the cashier.

Kathi Pripish
Sharon Lantz
Robert G. Weiland School

4. Everyday Living Skills - Have a picture of a thermometer. Ask: what is the outside temperature? What kind of clothes would you wear?
5. Discount Store - Have pictures from discount store ad from newspaper. Ask: how much does each item cost?
6. Transportation and Street Safety - Have picture of road sign. Ask: what does this mean? Have picture of taxicab. Ask: When would you use a taxi? Is it free?

Update cards at any time to accommodate price changes, new products, and new current fast food places.

Playing the Game:

1. Have the group select a cashier. This person will not play the game.
2. Roll the dice to determine who goes first (highest number) and then go either clockwise or counter-clockwise to determine the order of the rest of the players.
3. Player spins to see what color card to select.
4. Player selects a card from correct color pile.
5. Player answers question(s) on card and may use the calculator and/or money if needed.
6. If players want to keep score have them keep either their cards or earn tokens for correct answers. After all the cards are used have them count their cards or tokens.
7. This game is very conducive to team playing.

Modifications

- The teacher can read the cards if the student cannot.
- Some questions on the cards are more difficult than others. The teacher can use discretion as to the number of questions that the student must answer.

"Dealing" With Survival Words

Know when to hold: Using playing cards to reinforce survival vocabulary

Dana M. Brentlinger
Delta County
School District
Delta High School

LEVEL

Junior High, Middle School, High School

PURPOSE

Introducing survival words and phrases through card games.

OBJECTIVES

- To recognize survival words.
- To describe the situations in which each survival word or phrase is used.
- To classify words according to usage - (indoor and outdoor, information and safety).
- To learn appropriate social behavior during game skills.

TIME

Ten to forty-five minutes.

RESOURCES

- Deck of playing cards
- List of survival words and phrases
- Package of adhesive-backed labels

PROCEDURE

1. Place adhesive-backed labels on the cards. Write survival words or phrases on the labels. Review the survival words and phrases with the students. Define the words and discuss where they are used.

2. Play a game such as Concentration. Lay all the cards on the table upside down. Have students turn over two at a time. When they get a match, they take an additional turn. At the end of the game students read the survival phrases they have collected.

3. Play other games with the students. Games such as Twenty-One, Poker, Rummy or Go Fish may be taught depending on the age and interest of the students.

4. An Uno deck may be used and many words relating to employment may be added to this list such as, marital status, dependents, and previous experience.

Survival Word Examples:

Consumer protection
Local traffic only
End construction
Lease agreement
Cash discount of 4¢
Runaway truck lane
Merge left
No loitering
Damage deposit
Express lane
Be preparted to stop
Introductory offer
Not responsible for unattended articles
Dosage
Caution
Fire lane
Poison
No right on red
Exact change only
Bill changer
Persons under 21 not permitted
Do not take on empty stomach
Non smoking area
Emergency parking only
External use only
Littering is unlawful
Watch for falling rocks
Utilities
Picnic area
Limited warranty
Passenger loading zone
No standing or stopping
Machine wash warm
Keep off median
Clearance
Late charge
Ingredients
Local checks only

AUTHOR'S NOTE

Students perceive playing cards as adult. They are willing to practice these words when attached to playing cards but perceive 3 x 5 flash cards as "kid's stuff."

Instant Expert

Developing an area of expertise and oral presentation skills in the area of science

LEVEL

9th graders (may be adapted for any grade level)

PURPOSE

Allowing the student to find out more information about an area of science that interests them.

OBJECTIVES

- To research an area of interest in science.
- To interpret data and give an oral presentation to the class.
- To compose a typewritten outline and bibliography.
- To create visual aids.

TIME

Approximately 4 weeks; one class period a day.

RESOURCES

- Student-created audio-visual aids
- Teacher-made form for student to outline topic and materials to be used
- Teacher-made feedback sheet

PROCEDURE

First Two Weeks: Planning

Student explores science topics and then selects one topic of interest to research.

Second Two Weeks: Preparation

Student researches topic selected and prepares for a seven to ten minute oral presentation. Include at least one class trip to the library. The student must use at least two sources of information, develop a final outline and bibliography. Students can use visual aids or audio-visual equipment to enhance presentation. Student submits a request to the teacher for equipment prior to presentation. One student presentation is done per class period until all students have presented.

Instant Expert

Students present topic to the class for 7-10 minutes. The class listens and then asks the presenter questions. The Instant Expert calls on classmates and answers questions as knowledgeably as possible. The teacher evaluates the Instant Expert during the presentation and also asks questions during the presentation. Provide feedback to the student. It is important to give lots of feedback to students especially those who have a minimal interest in science.

Katie M. Kleeman
Cherry Creek Schools
Smoky Hill High School

General Math Self-Paced Mastery

A self-paced math program for the secondary classroom

Gloria G. Boken
Evonne E. Short
Colorado Springs
School District 11
Coronado High School

LEVEL

High School

PURPOSE

Teaching responsible behavior through guided practice and self-paced instruction in math.

OBJECTIVES

- To empower students to be responsible for their learning and study habits.
- To demonstrate courtesy and mutual respect toward others.
- To enable students to progress at own rate without pressure from peers or traditional classroom influences.
- To provide students with immediate performance feedback.
- To master basic skills in mathematics.

TIME

Ongoing math curriculum

RESOURCES

- Dictionary or General Math Textbook: Textbooks needed to complete three assignments
- Curriculum Page: Contents of the self-paced program
- Student Contract: Program agreement signed by the student including course description, classroom roles and credit grading
- Record Sheet: Record of student's progress
- Worksheets: Exercises to be completed by the student in each content area covered in the curriculum
- Examinations: Pre- and Post-Tests for each area coverrd in the curriculum
- Story Problem Test: Problem-solving situations encompassing one quarter's work
- Study Guide Sheet: Review sheet of problems in preparation for a Quarter Exam
- Quarter Exam: Test over a quarter's work

PROCEDURE

General Math: Self-Paced Mastery is a high school curriculum for students who have not mastered basic math skills. Topics covered are found in a basic General Math textbook.

The program is divided into 20 levels and includes 35 objectives. Each objective consists of a worksheet, a pretest and a post test. Students may receive assistance from the teacher on the worksheet and the pretest, but must take the post-test independently.

The program is self-paced and students must correctly complete each objective - beginning with Level 1 - before moving on to the next assignment. Individual assistance is provided to students who have difficulty with skills on an objective.

Additional work is assigned when students do not reach mastery (demonstrated by 13 correct out of 16) on a post-test to prevent repeating the same mistakes. Students are retested on the same objective until mastery is achieved.

All students learn basic math concepts: place value, rounding and estimation. At the end of Level 4, a proficiency test is given to test basic math skills in addition, subtraction, multiplication and division of whole and decimal numbers.

Testing identifies students' specific areas of weakness and instruction is directed through remediating those deficiencies. Students work sequentially through the program.

The program is divided into four quarters. Students are given a review assignment called a Study Guide Sheet before taking the quarterly exam. To pass the Quarter Exam and receive a .5 credit for the quarter, students must make scores of at least 70 percent.

Students who complete 20 levels of the program earn two high school math credits.

See following page for the General Math Curriculum

GENERAL MATH: Self-Paced Mastery

CURRICULUM

1. General Information: Introduction to General Math and Quarter One.
2. Place Value: Study of place value in number system.
3. Rounding: Whole and decimal numbers.
4. Estimation: In four basic math operations.
5. Whole Numbers: Study in whole numbers using four basic math operations.
6. Decimals: Study in decimals using four basic math operations.

QUARTER ONE EXAM

7. Fractions: Study in meaning of fractions, four operations with fractions.
8. Fractions-Decimals - Per cents: Study in converting fractions to decimals to per cents.

QUARTER TWO EXAM

9. Ratio and Proportion: Study in setting up and solving ratio and proportion problems.
10. Percents: Study in setting up and solving percent problems.
11. Measurement: Study in measuring, converting English,metric measurements.
12. Basic Geometry: Study in lines, angles, polygons, circles; use of protractor.
13. Calculator: Study in use of calculator in four basic math operations.
14. Formulas: Study in solving simple equations with given values.

QUARTER THREE EXAM

15. Area: Study in solving area problems of polygons and circles.
16. Perimeter and Circumference: Study in perimeter of polygons, circumference of circles.
17. Graphs: Study in pictographs; bar, broken-line, circle graphs.
18. Income and Taxes: Study in take-home pay, social security and income taxes.
19. Making change- using checkbook: Study in making change and setting up a checkbook.
20. Travel: Study in reading travel charts and state map.

QUARTER FOUR EXAM

Media

The acquisition of skills enabling students to use the newspaper and other media as valuable sources of information

News Notes

Determining who, what, where, when and why in our media

Marybeth Ames Mehlmann
Cherry Creek Schools
Laredo Middle School

LEVEL

Intermediate, Middle School, Junior High, High School (also students who use English as a second language)

PURPOSE

Taking notes to assist in the organization and growth of interpersonal relationships, day to day functions, job skills and world events.

OBJECTIVE

- To develop note taking skills.
- To learn hierarchy or thinking skills from identification to analytical level (Blooms Taxonomy).

TIME

The initial introduction to the program can be completed in five class periods. Approximately fifteen minutes is needed for each lesson.

RESOURCES

- Teacher-made worksheets to accompany each activity.
- Video tape of the evening news
- Local newspaper

AUTHOR'S NOTE

The format has been successfully used with national news broadcasts, local newspapers and lectures. The program has been successful using different levels within one class to accommodate wide variances in student ability.

PROCEDURE

News Notes

Symbols:

0 Who
—— What
.. .. When
-> Where
? Why

LEVEL I

National - Television

Videotape the evening news. Show one portion to the class with the instructions to listen only. Put the symbols corresponding with who, what, when, where and why on the chalkboard. Show the same segment, identify each "W" question and model note taking by filling in the information next to the symbols on the chalkboard.

Have students transfer the information to a worksheet. Using the frame, have students write a main idea sentence.

Peer editors: Have a classmate check work
Example:
0 _____ was —— _____ on .. .. _____ at the -> _____
because ? _____

Local - Newspaper
Chose one article for the class. Label the printed article with the who, what, when, where and why symbols. Put the "W" symbols on the chalkboard and model note taking by filling in the information next to the symbols. Have students transfer the information to a worksheet. Using the frame, have students write a main idea sentence.

LEVEL II

National - Television
Videotape the evening news. Show one portion to the class with the instructions to listen only. Show the same segment and as a group, verbally identify the "W" questions. Have each student write the information next to the appropriate symbol on a worksheet. As a class, correct the notes for accuracy and spelling. Have students write a main idea sentence that includes all the information from their notes. Peer editors can help check for accuracy.

Local - Newspaper
Have each student choose a captioned picture, staple it to the worksheet and label the information on the newsprint with the "W" symbols. Have students transfer the labeled information to the worksheet. Have students write a main idea sentence that includes all the information from their notes. Peer editors can help check for accuracy.

LEVEL III

National - Television
Videotape the evening news. Show a fifteen minute segment to the class with the instructions to listen only. Show the same segment, have each student choose a topic and fill in the "W" questions and the additional information section on a worksheet. Have students write a paragraph that includes all the information from their notes. Peer editors can help check for accuracy. Have each student verbally share their paragraph with the class.

Local - Newspaper
Have each student choose an entire article (not a captioned picture). Staple it on the worksheet and label the information on the newsprint with the "W" symbols. Have students transfer the information to a worksheet. Have students write a paragraph that includes all the information from their notes. Have students write an opinion statement and a prediction statement about the topic. Peer editors can help check for accuracy. Have each student verbally share their paragraph with the class. The opinion and prediction statements can be saved for further class discussion.

LEVEL V

National - Television
Videotape the evening news. As they listen and watch, have each student choose a topic and fill in the "W" questions and the additional information section on the News Notes worksheet. Have students write a short paragraph that includes all the information from their notes. Peer editors can help with accuracy. Have students write statements analyzing the importance of the information to themselves, their state, their country and the world in general. Have each student verbally share their paragraph with the class. The analyzing statements can be used for further class discussion or written assignments.

Local - Newspaper
Have each student choose an entire article (not a captioned picture). Staple it on the worksheet and fill in the "W" questions and the additional information section on the News Notes worksheet. Have students write a short paragraph that includes all the information from their notes and statements. Peer editors can help with accuracy. Have students write statements analyzing the importance of the information to themselves, their state, their country and the world in general. Have each student verbally share their paragraph with the class. The analyzing statements can be used for further class discussion or written assignments.

ENRICHMENT ACTIVITIES

1) Narrow the choice of topics so an entire class is researching a similar current event. The teacher could assign News Notes on the Iowa Primary, the Olympics, the U.S. Constitution, the Electoral Process, or a specific geographical area. Compile all the students' work into a class resource book.

2) Accumulate the summary sentences and design a class version of social studies TRIVIAL PURSUIT.

3) Have the students keep track of the "WHERE" section of the News Notes on a world map using colored pins. Use different colors to designate certain categories (national, local, government, finance, etc.)

4) Have each student write a question for each topic. Form cooperative learning groups to have students teach their topics to their peers. Compile all questions for a current event tournament.

5) Visit a local news station and have students do the News Notes during a live broadcast.

6) Videotape the students presenting their main topic statements from the News Notes as if they were the professional newscasters.

See News Notes worksheet on following page

NEWS NOTES

Symbol Code:

0 Who	—— What	.. .. When
-> Where	? Why	

NAME: ______________________________

DATE: ________________

TITLE: ______________________________________

TV STATION / DATE / PROGRAM

____

NOTES:

0 WHO: ____________________________________

—— WHAT: ____________________________________

.. .. WHEN: ____________________________________

->WHERE: ________________________________

?WHY: ____________________________________

MAIN IDEA: Complete the frame using all the information in your notes.

0 was ——

on .. .. at the ->

because ?

PEER EDITOR: Have a classmate check your work.

Televisions Level I © 1987 Mehlmann

Reading the Newspaper

Accessing information through reading the newspaper

LEVEL

Middle School, Junior High

PURPOSE

Encouraging students to read the newspaper and establish its meaning in their lives.

OBJECTIVES

- To enhance comprehension and predicting skills by reading newspaper articles.
- To evaluate what is important in the paper.
- To gain important knowledge about our world by reading the newspaper and sharing information.

TIME

Approximately one hour (depending on the number of students)

RESOURCES

- Local paper
- Paper and pencil
- Scissors

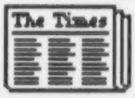
PROCEDURE

Ask students to skim the headlines and pictures in the newspaper, thinking about information they need to know. Students should then select one picture and the article accompanying it and cut them out.

Based on the headline and picture, ask students to make a prediction about what the article will be about and write it down.

When all students have finished reading their article, ask them to share their predictions and why they were correct or incorrect.

Finally, ask students to share how this information will affect them today and how it will affect them five years from now.



Rhonda Weaver
Elizabeth School District
Elizabeth Junior
Senior High School

Classified Ad-Job Project

Using classified ads to simulate life on your own

Rosalyn Goldstein
Englewood Public Schools
Flood Middle School

LEVEL
Middle School, Junior High, High School

PURPOSE
Enabling students to use, read, and locate specific sections of the newspaper (especially the classified ads).

OBJECTIVES
- To become familiar with the sections of the newspaper.
- To read, locate, and interpret the classified ad index, classified ads, and the abbreviations used.
- To learn job interviewing skills.
- To learn about the links between salary and education.
- To plan a monthly budget, given particular education, economic, and family parameters.

TIME
One class period per day for two to three weeks

RESOURCES
- Newspaper classified ads
- Real estate guides (no cost at local supermarkets)
- Teacher made or commercial worksheets to guide newspaper activities

PROCEDURE
1. Review and discuss the classified ad directory. Review and discuss abbreviations used in classified ads.

2. Each student locates and applies for a job position using a formal business letter; include the necessary education and previous experience. References must be provided . The letter of application as well as the actual classified ad is submitted to the teacher.

3. Students are "hired" for a position based on the quality of their letters. If a student is not selected the letter of application must be rewritten.

4. Through planning a monthly budget based on the employment selected, students become familiar with the responsibilities of the head of a household: paying taxes; purchasing, financing, or renting a house, condo or apartment; finding some means of transportation, and paying for food, clothes, doctors, dentist and insurance.

5. Given a yearly salary, students multiply and then subtract their income tax based on a simple tax chart. Only the use of deductions is discussed. If a spouse works, the two incomes are combined.

6. Students divide the remainder of their yearly salary by 12 and then work from a monthly budget. For example, if a student and spouse's salary combined, is $18,000 a year or more, they must purchase and finance a house. If they make under $18,000, an apartment, condo, etc. may be rented. Extra bedrooms are required if they are married with children. Their classified ads are to be attached for everything rented or purchased.

Some means of transportation is required. They may be able to finance a car(s), or motorcycle, or perhaps budget restrictions will only allow the purchase of a bicycle or bus pass.

7. Class discussion can be based on a family of four with an average income. The students then alter their deductions from this amount, depending on income, marital status and family size. A zero balance is required, with the idea of establishing a savings account. Those students who can afford to buy stock may do so and then monitor the stock market page losses and gains.

AUTHOR'S COMMENTS

This project raised blood pressures in many students who were not in a high paying job. They took it very seriously and were constantly trying to figure out ways to increase their income. There was tremendous interaction and discussion among the students and many times the phrase, "I'll never survive" or "How are we going to make it through the month without starving?" were cried out. The students actively lived the project and had little patience or interest for anything else.

Using The Newspaper In Everyday Life

Exploring how the newspaper is used to gain information for independent living

Suzanne Middleton
Colorado Springs
School District 11
Mitchell High School

LEVEL
Middle School, Junior High, High School

PURPOSE
Learning how to use the newspaper effectively to reinforce basic math skills.

OBJECTIVES
- To use the classified ads to explore possible employment options.
- To use the newspaper to locate goods and services.
- To use math concepts for independent living.
- To understand abbreviations used in classified ads.

TIME
One class period per activity

RESOURCES
- Any newspaper
- Sales tax chart
- Scissors
- Glue

PROCEDURE
The following are some examples of worksheets that the author developed to go along with the newspaper study.

Worksheet #1: Getting the Jump on Jobs With the Want Ads
Find the help-wanted section in the classified ads. Read over some of the jobs listed then answer the following questions:

1. What do you think these abbreviations mean?
   Apt.
   P.T.
   F.T.
   Exp.
   Co.
   Perm.

2. Find a help wanted ad that gives a salary. Paste the ad on a piece of paper and answer the following questions:
   1. How often are you paid?
   2. How is the wage given?
   3. How much is the salary per hour? week? month? year?
   4. Is this a good salary?

Worksheet #2: Coupons

Cut out a coupon and paste at top of page.

1. How much is the coupon worth?
2. When does it expire?
3. How many items can you or must you buy with this coupon?
4. How much would you guess the regular price of this item is without the coupon?
5. How much would this item cost without the coupon?

Extra credit

1. Why do you think manufacturers put coupons in the newspaper?
2. Do you think coupons are effective? Explain.
3. Does anyone in your family use coupons? Why do you think they do/don't?
4. Do you plan to use coupons in the future?
5. Coupons are a good way to save money. In what other ways could a family save on their grocery bill?

Worksheet #3: Home Sweet Home

Using the classified ads from today's newspaper and locate the section on furnished and unfurnished apartments. Find and cut out an ad for a one-bedroom unfurnished apartment. Paste ad on a piece of paper. Use this section of the paper to answer the following questions:

Example:

1. How much is the monthly rent?
2. Does this include all utilities? What utilities are not included?
3. What are some of the nice features of this apartment?
4. What are some of the disadvantages of this apartment?
5. If you rent this apartment for one year, how much would you pay in rent?

Worksheet #4: Check Up on Check Writing

Give each student either teacher-made or bank checks and a check register. Assume you have $500.00 in your checking account. Record the present balance.

Find five items in the newspaper totaling less than $500.00 that you would like to purchase. Record checks and figure the remaining balance after each check is written.

Worksheet #5: The Cost of a Car or Owning That Dream Machine

Based on the classified ad automobile section answer the following questions:

1. What do the following abbreviations mean?

A.C. or air cond.
cu.
eng.
H.P.
mpg
sdn.

A.T. or auto trans.
cyn.
H.T.
mi.
p.s.
s.s.

2. Find an ad for a car you like that gives a specific asking price. Pick a 1970 or newer model. Cut out the ad and paste it on a piece of paper. Answer the following questions:

A. If you pay 15% and borrow the rest, how much will you need for a down payment?
B. How much will you have to borrow?
C. If the bank charges 18% interest for 2 years, how much will you pay in interest?
D. What is the total amount you will owe the bank (loan amount plus interest)?
E. What will your monthly payments be (2 years or 24 months)?
F. Can you afford this car?

Personal Economics

The ability to control and manage personal finances

Wall Street

Understanding the stock market

LEVEL

Elementary (can be adapted to any level with few changes)

PURPOSE

Exposing students to the stock market to develop an understanding of the market and how it reacts to global events and making students aware of a variety of career opportunities that relate to this part of the business field.

OBJECTIVES

- To learn academic, critical thinking, and life skills.
- To read a stock page from the newspaper.
- To understand the buying and selling prices.
- To compute the amount of money received when stocks are sold, and how to compute losses and gains.
- To learn how to enter deposits, record debits, and balance accounts in a checkbook.
- To research, purchase, buy, and sell stocks.
- To become familiar with career choices that relate to working in areas that require analyzing data, computation, secretarial skills, follow-up, using computers, and calculators.

TIME

Ongoing

RESOURCES

- Individual checkbooks with ledgers and covers
- A list of stocks to sell
- Newspapers for stock pages
- Teacher made stock certificates
- Stock up-date papers
- Calculators
- Computers

PROCEDURE

Wall Street is introduced to the class with a research unit related to the stock market. The class learns how stocks are used for personal investments and as a method to raise money to operate a company. Vocabulary words are learned that relate to the stock market (example: bull, bear, inside trading...). The class is also taught how to use a checkbook and write checks.

When these two introductions are complete "Wall Street" can begin. Begin the unit by giving each student an investment amount of

Claudia Saunders
Colorado Springs
School District 11
Jefferson Elementary

$2,000 to deposit in their checkbooks. From this point on they decide what stocks to buy and when to sell. They may purchase stocks in any amounts. The stock exchange is open each Thursday. At this time each student fills out a stock update sheet. They may buy, sell, or just remain at the same level. The stock update sheets are placed in the students portfolios with all their stock certificates and then turned into a broker to be checked. Any unfinished transactions are completed at this time.

Decide whether or not to charge a brokerage fee, if not, make sure students know this fee is involved. On the stock exchange day a stock recorder records all transactions on the computer. This is printed and posted for general knowledge.

When the stock market concludes, each student liquidates all personal stocks and tallies their net worth.

REFERENCES

Newspaper for stock pages, brokers in the community, radio and television stock analyses.

Examples of availabel stocks from New York Stock Exchange:
Alsk Air (Alaska)
Club Md (travel club)
Coca Cl (Coke bottling)
Disney
Singer (sewing machine)
Scott P (paper products)
Sony (all equipment)

STOCK UP DAY SHEET

Stock name	price at now	+ or -	# of shares	total

Elementary Economics

Exploring competition and the free enterprise system through running competitive student stores

Phyllis K. Nakagawa
Brighton School District
South Elementary

LEVEL
Elementary

PURPOSE
Teaching basic economic concepts to encourage responsible and independent use of money.

OBJECTIVES
- To provide a functional method for students to count money.
- To introduce, discover, and practice basic economic concepts that will be helpful in consumer experiences such as:
    - Making wise choices
    - Saving money for the future
    - Cutting costs
    - Being aware of tricks in advertising
    - Learning the idea of supply and demand
    - Understanding profit and loss

TIME
Eight-week unit

RESOURCES
- Create a form to keep track of payments made to students and deductions.
- Money - $60.00. (This can be generated through district mini-grants, school sales, materials budget, Chapter II Block grants, etc.)

PROCEDURE
1. All students in the class are wage earners for an eight-week period.

2. Salaries are recorded on a salary sheet after each work day. Pay is ten cents/day in play money.

Some criteria for payment can be:
- Student demonstrates responsible decisions about behavior.
- Student improves in behavior or academic/work.

3. **Pay day:** Students receive earnings in play money at the end of a two week period and are responsible for totaling their pay.

4. **Store:** Set up three stores in the classroom every payday. Each store has two proprietors who will go shopping with the teacher and buy $5.00 worth of goods. All proprietors must keep track of expenses. The day before payday, the proprietors make signs, set up advertising, and set prices. On payday the stores are open for business for 30 minutes. Proprietors may put items on sale, offer coupons, etc. Students are able to spend their pay at any of the three stores.

5. Counting money. After the stores are closed, profits are tallied and a group discussion is held regarding pricing, marketing strategies, losses, successes, and profits.

6. An award can be given to the store owners that have the highest profit.

AUTHOR COMMENTS

Students become familiar with the concepts of supply and demand (the balance between making a profit and attractive pricing). When prices were too high merchandise was left. Low prices resulted in a small profit. Students became aware of advertising tricks such as using sales and coupons to attract customers. Congeniality was also important to get customers to purchase an item that was found at more than one store. Students' attitudes also improved through this activity.

Coin Values

Make a money line to assist in coin counting

Catherine J. Voorhees
South Routt County
School District
South Routt Elementary

LEVEL
Elementary

PURPOSE
Learning to use appropriate coins in telephone and vending machines.

OBJECTIVES
To teach students that coins can be combined in a variety of ways to equal 5, 10, 20 and 25 cents.

TIME
Variable. Can be done one-to-one or in a small group. (Allow about an hour to make materials).

RESOURCES
- Cardboard coin value chart
- Worksheet (optional)

Directions for Chart:

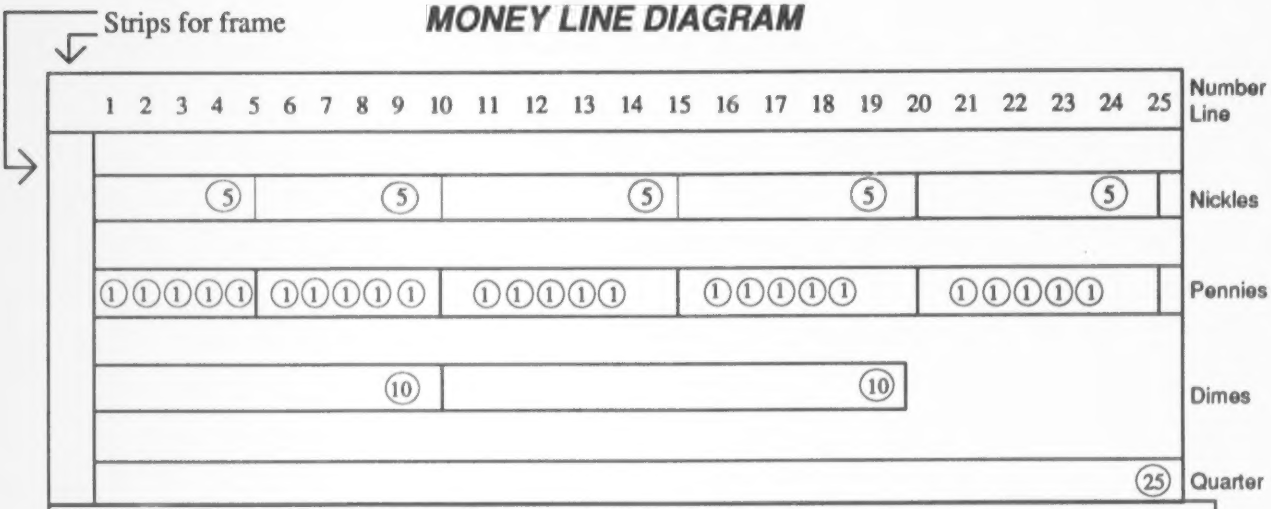
1. A number line 1-25
2. A piece of cardboard 26" long; 10" wide
3. Cardboard strips 1" wide in the following lengths:
    a. 1 strip 26" long (put number line on this)
    b. 1 strip 9" long NOTE: these 2 strips are used to frame the large piece of cardboard, top and side.
    c. 1 strip 25" long for quarter
    d. 2 strips 10" long for dimes
    e. 5 strips 5" long for nickels
    f. 5 strips 5" long for pennies
4. Mark each strip into 1 inch parts.
5. Glue coins on ends of strips: one quarter on 25" strip; one dime on each 10" strip; one nickel on five 5" strips; five pennies on five 3" strips.
6. To preserve the strips you may wrap each strip in clear contact. It also will hold the coins on securely.

PROCEDURE
1. Use the strips to find how many pennies to make 25 cents; how many nickels; dimes and nickels, etc., by laying the strips under the number line and comparing. Many different combinations of strips can be used to make 25 cents.

2. Students can also count by fives and tens.

3. A worksheet can also be used for independent work including questions such as:

MONEY LINE DIAGRAM


Strips for frame
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Number Line
⑤ ⑤ ⑤ ⑤ ⑤
Nickles
① ①
Pennies
⑩ ⑩
Dimes
㉕
Quarter

MONEY LINE WORKSHEET

Name________________________

1. How many (1¢) pennies make 25¢? __________

2. How many (5¢) nickles make 25¢? __________

3. How many (10¢) dimes make 25¢? __________

4. __________ (10¢) dimes and __________ (5¢) nickles make 25¢.

5. __________ (10¢) dimes and __________ (1¢) pennies make 25¢.

6. __________ (5¢) nickles and one dime (10¢) make 25¢.

7. __________ (5¢) nickels and five pennies (1¢) make 25¢.

8. __________ (5¢) nickels and ten pennies (1¢) make 25¢.

9. One nickel (5¢) and __________ (1¢) pennies make 25¢.

10. Two nickels (5¢) and __________ (1¢) pennies make 25¢.

11. __________ (1¢) pennies, __________ (5¢) nickels, __________ (10¢) dimes, make 25¢.

12 How many different ways can you make 25¢? __________

Making Change Work For You

Learning money skills through reinforcement of positive behavior

Stephanie Girald Baxter
Cañon City School District
Skyline Elementary

LEVEL
Elementary, Middle School, Junior High

PURPOSE
Teaching about money skills and reinforcing acceptable behaviors.

OBJECTIVES
- To teach adding and subtracting money skills and making change.
- To learn the values of coins.
- To learn the value of saving money.
- To accept responsibility for own behavior.
- To earn money for desirable behaviors.
- To teach making change.

TIME
Ongoing

RESOURCES
- Laminated play money
- Auction items: posters, books from book clubs, balloons, crayons, pencils, candy, home-made cupcakes, small stuffed animals, stickers, jacks, small balls, and coupons for eating lunch with the teacher.

PROCEDURE
1. Explain that "class money" will be used to pay students for completion of work, classroom participation and effort, being in the right place at the right time, daily improvement, self-evaluation or other appropriate behaviors.

2. Determine what students will be paid for. Be generous with the cash flow (work completion, being on time to class, etc.) Remind students to be responsible for their own money.

3. Play money-related game skills which emphasize addition and subtraction.

4. At the end of a designated time hold an auction and have students bid for items and spend the money they have accumulated.

5. Display auction items such as who can put 28 cents on their desk. If I gave the clerk one dollar for a 68 cent bag of popcorn how much will I get back. Students can be paid for correct answers.

Tapping into Money

Tap your way to effective money counting

LEVEL
For any students experiencing difficulty counting change.

PURPOSE
Enhancing ability to count money independently through the use of a concrete tapping method.

OBJECTIVE
- To teach the student to count coins by 5's up to $1.00
- To teach the student to count by 25's up to at least $1.00.

TIME
Varies depending on student need.

RESOURCES
- Bag of coin money
- Teacher-made money sheets

PROCEDURE
This method of counting money has been very useful with students who have not mastered the concept of counting money using conventional methods.

Always count money by the largest coin size:
1. Teach the student to count by 5's up to $1.00.
2. Teach the student to count by 25's up to at least $1.00.
3. Teach the student to tap once for a nickel and say "5."
4. Teach the student to tap twice for a dime and say "5, 10."
5. Teach the student to tap once for a quarter and say "25."
6. Teach the student to tap twice for a half dollar and say "25, 50."

Drill with nickel and dime combinations and then move to quarter, dime, and nickel combinations. Students MUST be drilled on four basic coin transitions: students should count aloud and tap.
1. 25, 30
2. 50, 55
3. 75, 80
4. $1.00, $1.05

Drill as much as is needed to master these transactions. The final stage involves a mixture of half dollars, quarters, dimes, nickels, and pennies.

Sharon O'Leary
St. Vrain Valley
School District
Longmont Jr. High

When the above process is mastered it is then a good idea to reverse the process to check for comprehension.

Steps in this process are:

1. Give the student a piece of paper with a money amount written on it.
2. Have the student locate the coins needed and place them on the desk, arranged in size order.
3. Have the student count the money using the tapping method.
4. Check the student for accuracy.

Once the student has mastered this, the teacher should discuss with the student efficient coin combinations such as using 2 dimes and 1 nickel if you don't have a quarter or using a dime instead of 2 nickels.

Classroom Banking

Simulating personal economics in the classroom

Greg Fruhwirth
Fowler School District
West Elementary

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Integrating economic principles and math concepts

OBJECTIVES

To learn the concepts of supply and demand, bankruptcy, job hunting, job completion and auctions.

TIME

School Term (Nine month program)

RESOURCES

- Checkbooks from bank (for students)
- Checkbook holders (for teacher)
- Classroom management form
- Budget for Auctions, and jobs

PROCEDURE

1. Interview each student at the beginning of the year to explain that they will be paid for positives and charged for negatives through a paycheck and checkbook system. Also talk about jobs and handling of checkbook.

2. Explain to the large group everything that you discussed with students individually. Describe the positive and negative aspects of the program:

Positive Examples (what student will be paid for):

a. Jobs (Attendance Manager, Eraser Patrol, Helpers, Bulletin Boards, Washing Tables, Desks, Floors, Correcting papers, Tutors; any jobs appropriate for your room and school)
b. 100's on papers
c. Attendance
d. Honor Roll
e. Choir
f. Band
g. Awards (Halloween, Art, Christmas, Valentines, etc. . .)
h. Other loans can be taken out a a certain percentage.

Price suggestions for positives: Attendance $3 a day; band and choir $10 a week; 100's escalates the more they have: example (5=$10, 10=$25, 20=$60). Special awards can be given for Halloween costumes, Valentine boxes, Honor Roll or perfect attendance. This system works especially well during count period or achievement tests.

Negative Examples (what student will pay for):

a. Failing to hand in papers on time
b. Missing School (without a written excuse)
c. Talking out of turn in class
d. Rent for use of desks and books every month
e. Using pencil sharpener, drinking fountain or bathroom during class
f. Late for class
g. Any inappropriate behavior (develop a list with students)
h. Taxes (April 15) (Use the short form and bring somebody in to explain the tax structure of our capital gain.)
i. Losing a checkbook
j. Payment of loans every month

3. Determine prices for positives and negatives (students are paid for positives and charged for negatives).

Price suggestions for negatives: Rent $50 until 2/1; then increase to $75. Everything else is a $10 deduction until 2/1; then raise to $15.

4. After the positives and negatives are discussed, the "Transaction" method for recording positives and negatives will be explained to the class. Explain all details including dates, deposits, credits, fees, descriptions and the balance. After this the class can begin this management system.

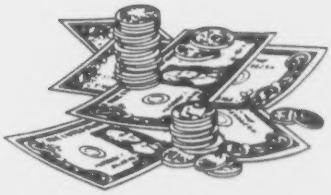
5. Each student writes in his checkbook every two weeks. Use a buddy system to check on each other. The teacher checks addition and subtraction every 4 to 6 weeks.

6. Students can buy stocks and bonds during the year if they want to invest their capital gains.

Continued on following page

7. Auctions (highest bidder) are run after each grade period. Student can use accumulated money to purchase any item. Students can sell up to two items before the auction begins. Half of the amount is added to their funds while the other half goes to the bank. The teacher is the bank president and the bank; the teacher can dictate the rules.

8. If at any time funds go below 0, the student is declared bankrupt. Checkbook is taken away promptly. No funds are issued until the student does two things: (1) Pays all debts. (2) Shows a willingness to plan his or her financial future. Students do their own 100's Chart (Make slash / marks for each 100).



Check Writing and Free Enterprise

Developing mini-companies in the classroom to explore economic principles

LEVEL
Middle School, Junior High

PURPOSE
Reviewing proper check writing skills and helping students to comprehend supply and demand, budgeting and marketing.

OBJECTIVES
- To identify the five different parts of a check .
- To correctly spell different amounts using the written words for the numerals.
- To fill out checks correctly.
- To calculate the checkbook balance.
- To complete a bank reconciliation form.

TIME
Three-day unit

RESOURCES
- Tag board
- Bank reconciliation worksheet
- Sample checkbooks
- Bank statement forms

PROCEDURE
Activity One

Divide students into groups of two. Each group creates a name and logo for their mini-companies. They decide on a product to sell and the price to charge for the product (amounts must be larger than $30.00 and less than $150.00; they must be "extraordinary" amounts, such as $137.96, so students practice writing different figures). Using tag board, groups create a sign for their company including name, logo and price.

Activity Two

Groups bring in their product to sell. Products range from burritos to pop or cookies. Groups are given $300.00 to purchase other products for themselves to eat/drink.

The objective of each mini-company is to earn some kind of profit on sales of their products (above the $300.00 starting figure) so they can purchase more goods.

Dawnita R. Smith
Adams County
School District 12
Meritt Hutton Junior High

Checks received from selling products must be deposited at the bank (instructor) and recorded in their checkbook registers to verify the account balance and to assist in budgeting expenditures. Bank inspects checks and deposit slips. Errors result in a not sufficient funds (NSF) check and must be returned to the original payer and redone.

This activity is based on free enterprise; there are no rules about how each company must sell their product. They can increase their price, have a sale or pass out coupons—anything to sell their product. Students learn about supply and demand when their product doesn't sell or when they begin to run out without making some kind of a profit.

Activity Three

Return two-thirds of the issued checks and deposit slips to groups with bank reconciliation forms. Groups complete their own bank reconciliation forms and turn them in at the end of the hour.

"Checking" Your Work

Learn where your paycheck goes

Beth Leech
Florence School District
Fremont Middle School

LEVEL

Middle School, Junior High, High School

PURPOSE

Exposing students to the use of a personal checking account and demonstrating applicable uses for basic reading, math and writing skills.

OBJECTIVES

- To endorse a paycheck made for classroom use and fill out deposit slip and check register.
- To write out checks for bills received, record information in check register, and balance checkbook.
- To provide reasons why a checking account is useful.

RESOURCES

- Checks and check register for each student
- Bills for students to pay
- Paycheck for each student
- Chart paper

PROCEDURE

1. Make a personalized deposit book, checkbook and check register for each student. (Check with credit union or bank for donations of checks and checkbook covers).

2. Devise "real life" bills in categories such as heat, telephone, doctor, credit card, groceries, rent, car payment, etc.

3. Display a chart with the number words written out as an aid for check writing. (A spelling list could be generated from these words).

4. Introduce vocabulary of banking, for example deposit, withdraw, endorse, etc.

5. Distribute paychecks to students. Have the students endorse the paycheck, fill out a deposit slip and record the information in the check register. (The use of an overhead projector is a convenient way to demonstrate how to do this with the class.)

6. Students take turns reaching into a sack and choosing bills to pay. The teacher models the procedure for writing the check and recording it in the register.

7. Students pay the bills they have selected from their paycheck, keeping an accurate recording of each transaction in their check register.

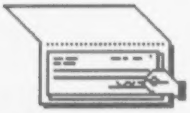
8. As one extension activity, create a "Life's Lottery" category along with the "real life" bills. "Life's Lottery" would include items such as: "Your dog got hit by a car - $100.00 vet bill"; "You earned $150.00 at a garage sale - deposit this amount in your account."

9. Another extension activity may involve the students providing personal financial reports while the other students check the figures on a calculator.

10. A financial report can be developed by each student. The student gives the report orally to the class. The class members check the accuracy on a calculator.

Learning Through Checkbooks

Organizing the classroom to simulate working and paying bills



Chris Grupp
Manitou Springs
School District
Manitou Junior High

LEVEL
Intermediate, Middle School, Junior High, High School

PURPOSE
Helping students become aware of daily living expenses and learn to budget their income.

OBJECTIVES
To show students that determination and motivation can affect income earned.

TIME
Six week unit

RESOURCES
- Check recorders or register books for checks (both available as handouts at most banks)
- Items for a classroom store (school supplies, food)

PROCEDURE
JOB APPLICATIONS
1. Explain to students that the points they earn for work in the classroom can be considered as "money." They can earn a paycheck each week as their parents do and be able to redeem their money for items in the store. Like their parents, they will also be held accountable for a bill (housing payments, groceries, utilities and car or transportation costs). The bill is predetermined by the teacher and kept the same for all students. Provide extra-credit material so bonus "money" and points can be earned each week.

2. Students fill out a questionnaire for classroom jobs they are interested in and best qualified for.

3. Students fill out job application forms. Follow this with individual interviews, conducted by an administrator. Students are selected for specific classroom jobs.

4. Issue a check register book to each student and several blank checks. Give an explanation on how to properly fill out checks, how to deposit paychecks and how to record transactions.

5. After students complete the weekly study and/or job assignment, issue a paycheck to each student. Require students to deposit these in their registers, then write a check for their weekly bills. After these transactions they may purchase items from the classroom store.

6. **General rules:**

A. All work for the week must be completed before a paycheck is issued.
B. Students absent and unable to complete assignments are issued paychecks the following week, upon completion of work, and will then have two paychecks and two bills that week.
C. The bank will not make personal loans; other students will not be permitted to make loans. Bills must be paid and money must be in accounts to cover purchases.
D. The store opens only on Fridays and students must have registers and checks to purchase. Lost checkbooks may be replaced at cost.
E. Special purchase items which cost more than weekly purchase items can be obtained when the full amount has been earned by filling out a slip and submitting it to the store.

7. Paychecks are based on weekly grades including spelling and worksheets as well as daily classroom behavior. Paychecks and bills are adjusted according to the amount of work required each week.

Evaluation: Students have an incentive to complete their work in class and watch their behavior. This process clearly defines students' behavior and progress in class.

Augmentative Communication & Mobility

The enhancement of communication and mobility for students who are physically challenged and non-verbal

Increasing Communication and Mobility For Students Who Are Physically Challenged

Enhance life skills through alternative communication methods

LEVEL

Kindergarten to sixth grade (encompassing a variety of disabilities)

PURPOSE

Improving the ability to communicate for students who are nonverbal by means of alternative communication methods (augmentative/alternative communication devices) and increasing the mobility of students who are physically challenged thereby improving independent living skills.

OBJECTIVES

- To encourage interaction between students who use augmentative/ communication systems and community and school members.
- To foster cooperation, turn taking and positive social behavior.
- To improve functional academic skills including written language, reading and spelling.
- To improve mobility in the community, school and at home.
- To increase ability to use public transportation.
- To introduce students to word processing.
- To enhance independence and daily living skills through community exposure.

TIME

Three days

RESOURCES

- Apple IIe or Apple IIGS computer
- Echo Speech Synthesizer
- Printer
- Adaptive Firmware Card (AFC) with the Talking Scanner and
- Textalker programs (for those students unable to use the keyboard)
- The PrintShop
- Scissors
- Items to "scavenge"

See the following pages for **PROCEDURE**

Colleen Del Monte-Irvin
June Holmstrom
Margo Miller
Poudre R-1 School District
Shepardson Elementary

UNIT ONE: Community-Based Approach to Communication Development

PROCEDURE

Schedule activities every other week through the second half of the school year. Community activities may include: planning a menu, shopping for groceries, purchasing a Mother's Day card, eating at a restaurant, touring a greenhouse or shopping at discount stores.

Activity One

1. Provide students with pertinent information about the outing and planned activity.
2. Pre-program statements appropriate to the activity into the Epson Speech Pac (or other augmentative device).
3. Coach students to role play the part of the community person.
4. Remind students to accept their first choice.

Activity Two

1. Group students in dyads and triads for each community outing.
2. Instruct students in planning their routes using public transportation.
3. Individualize the mobility training for each student.
4. Make students responsible for all communication with community personnel and the consequences of their planning.

Activity Three

1. Encourage each student to describe the outing to their parents using an augmentative communication device - for example: dictating to an adult; copying information from cue cards onto the computer using the keytalk program; choosing one sentence from a pre-selected group of sentences on the Talking Scanner; using the standard AFC (adaptive firmware card) scan to generate a sentence using single switches; and, using additional devices to enable students to hear what they have composed.
2. Send the letters home.

UNIT TWO: Scavenger Hunt

ADDITIONAL RESOURCES

- PrintShop Program
- Scissors
- Items for a scavenger hunt

PROCEDURE

1. Assign three students to each team.
2. Instruct each team to make a banner for a prize using the computer. Select sayings for banners such as "Way to Go". Depending on the student's level of severity, you may wish to involve them in designing the banner slogans with the Adaptive Firmware Card and the Talking Scanner or the PrintShop program.

UNIT 2 Continued

3. Take turns selecting six items to be found somewhere in the school by opposing teams.
4. Place sixteen possible choices on the computer using the Target program.
5. Begin the hunt.
6. Assign one computer to each team.
7. Set a timer for 20 minutes.
8. Take turns accessing the computer for directions to determine what to find next.
9. Instruct each team to decide where that item will be found within the school.
10. Search for the item.
11. Consider the item found when all team members are present.
12. Take inventory when the timer sounds.
13. Present appropriate banners to each team.

UNIT THREE: All About Me

ADDITIONAL RESOURCES

Students are introduced to word processing through developing a book "All About Me".

PROCEDURE

1. Send a letter to the parents of each student and ask them to assist their child in selecting family pictures to be included in a book about himself.
2. Duplicate the pictures and return them to the parents.
3. Encourage students who are verbal to dictate what they want to say about each picture.
4. Make cue cards for those students to copy onto the computer using the Keytalk program.
5. Design sentences on the Talking Scanner program for students who are nonverbal.
6. Instruct those students to compose their books by activating single switches and the Adaptive Firmware Card.
7. Program additional arrays with "read" and "print" commands to provide students with both auditory and visual feedback as they compose their books.
8. Instruct students to make bindings for their books from posterboard and wallpaper scraps, once the text of the book has been completed.
9. Depending on the student's level of severity, you may wish to involve them in using the Textalker program to direct peers on designing and making their bindings.
10. Catalogue the completed books in the school library.
11. Encourage classmates to check out the books.

UNIT FOUR: Letter to Santa

ADDITIONAL RESOURCES

Envelopes & Stamps

PROCEDURE

1. Instruct younger students to write a letter to Santa and make a "wish list". Encourage students who are verbal to dictate what they want to say to an adult.
2. Make cue cards for students to copy onto the computer using the Keytalk program.
3. Instruct students who are nonverbal to make a "wish list" by selecting pictures from advertisement sections from the newspaper.
4. Design sentences on the Talking Scanner program.
5. Instruct students to select sentences by activating single switches using the Adaptive Firmware Card.
6. Program additional arrays with "read" and "print" commands to provide students with both auditory and visual feedback.
7. Place the letters in addressed envelopes and mail them to Santa.
8. Instruct the older students to be Santa and answer the letters.

REFERENCES

Adaptive Firmware Card
Talking Scanner
Textalker
Adaptive Peripherals
4529 Bagley Avenue
Seattle, WA 98103
(206) 633-2610

Keytalk
PEAL Software
3200 Wilshire Blvd.
Suite 1207 South Tower
Los Angeles, CA 90010
(818) 883-7849

Communication
Enhancement Clinic
Systems, Inc.
Children's Hospital
Boston, MA 02115

Epson Speech Pac
Adaptive Communication
Box 12440
Pittsburgh, PA 15231

PrintShop
Broderbund Software
17 Paul Drive
San Rafael, CA 94903-2101
(415) 479-1170

Story Writing

Communicating with others through pictures and writing

Margaret Janda
Boulder Valley Schools
Martin Park Elementary

LEVEL

Elementary

PURPOSE

Providing children who are physically challenged and unable to use the regular computer keyboard with the experience of communicating with others by making a picture and writing about it.

OBJECTIVES

- To choose a picture from Print Shop or another similar computer program.
- To "type" or dictate a label, sentence, or story about the picture (depending on ability).
- To color the picture.
- To share the picture and story with someone else.

TIME

30 - 45 minutes to set up scanning arrays; 30 - 45 minutes to make picture, write story, color picture and share

RESOURCES

- Print Shop, Super Print, Clip Art or a similar computer program with pre-drawn pictures
- Writer's Choice Elite (to use with Clip Art on the Apple IIGS); and Bank Street Writer, Talking TextWriter or another word processor to use for longer stories on the Apple IIe (but Print Shop alone will work for stories of only a few sentences)
- An Apple II computer with a switch interface
- A switch for activating the computer
- An Adaptive Firmware Card (AFC)
- Talking Scanner Software (comes with the AFC) to be set up with scanning arrays that will speak letters, words, or phrases
- An Echo Speech Synthesizer
- A printer
- Crayons or markers

PROCEDURE

Have the students generate topics for a story (animals, school, home, careers, etc.). Then have the children choose one topic (animals) and name possible subjects (cat, dog, pig) and actions (sleep, run, hop). For children who cannot talk, use pictures to allow choice making during this idea generation time.

STORY WRITING PROCEDURE Continued

If the children can spell, use Talking Scanner to create scanning arrays that will speak the letters of the alphabet. The following is an example of a three line scanning array.

line 1:	3	A	B	C	space	D	E	F	G
line 2:	1	H	I	J	K	<—	L	M	N
line 3:	O	2	P	R	S	T	U	V	Y

When the child uses this array with a word processing program, the first line of the array appears at the bottom of the screen when the switch is activated. The child chooses a letter by hitting the switch when the cursor highlights the desired letter. The letter will then appear at the top of the screen. The child can build words by choosing the necessary letters from the scanning array. The numbers (ex. 3 in line one) mean "go to line ___" and those are the words that are spoken for that choice. If the cursor gets to the end of the line and no choice has been made, it will go on to the next line (if you set the array up that way). <— means backspace (to erase). "Move back" is spoken.

If a child cannot spell, use the words the children previously generated to create arrays where the words (instead of letters) will be spoken for choices. Example: (Again 2 means "go to line 2".)

line 1:	2	the	a	my	your	<—
line 2:	space	3	cat	dog	rabbit	pig
line 3:	•	1	sleeps	runs	hops	eats

The cursor repeats the same line until a choice is made. Then it goes on to the next line. Therefore, the child must choose a word from each line. Each chosen word appears at the top of the computer screen in sequence as the sentence is built. The same three scanning lines can be used to write many different stories. Or the array can be expanded to include up to ten lines. Once the arrays are saved, they can be used over and over again. The child can then write stories without creating new arrays each time.

If building sentences with words is too slow or too complex, try building sentences with phrases. But when creating the scanning arrays, be sure to space at the end of each phrase. Otherwise the words will not be properly spaced when printed as a sentence at the top of the computer screen. Example of what might be seen on the scan lines:

line 1:	Once	One day	Last	Yesterday
line 2:	I went	you ran	rabbit	the cat
line 3:	store	home	chair	fence

But what is actually heard is:
line 1: Once upon a time. . . One day. . . Last year. . . Yesterday
line 2: I went. . . you ran. . . my rabbit hopped. . . the cat jumped
line 3: to the grocery store. . . home. . . under the chair. . . on the fence

After the scanning arrays have been created and loaded onto the AFC, boot the software program to be used for the picture (ex. Print Shop). If the child cannot spell limit picture choices to match the words in the scanning arrays. After a picture is selected, the child uses the scanning arrays to label it, write a sentence about it, or write several sentences depending on ability level. If a long story is to be written, the picture can be printed first. Then the story can be printed on a separate page using word processing program that has space for more than just a few sentences.

After the picture and story are printed, have the child color the picture with as little assistance as possible. Then have the child share his story with another child, take it to the office to show it to the secretary or principal, or put it on the bulletin board or in a book to show anyone who comes into the room.

RESOURCES

For technical assistance:
Computer Resource Center
Colorado Easter Seal Society
5755 W. Alameda
Lakewood, Colorado 80226
(303) 233-1666

Echo Speech Synthesizer:
Street Electronics, Corp.
P.O. Box 50220
Santa Barbara, California 93150

For software:
MC Products
(303) 696-8878

Adaptive Firmware Card:
Adaptive Peripherals, Inc.
4529 Bagley Avenue N.
Seattle, Washington 98103
(805) 565-1612
(206) 633-2610

Software possibilities:
Print Shop and Bank Street Writer
by Broderbund
Super Print and Talking TextWriter
by Scholastic
Clip Art and Writer's Choice Elite
by Activision

Personal **Management**

The acquisition of intra- and inter-personal skills that allow an individual to participate socially and cooperatively in society

Enhancing Self Image

The acquisition of skills and knowledge enhancing self-understanding, self-worth, and self-fulfillment

BEST COPY AVAILABLE

Lasting Moments

Exploring feelings through writing

Joan Medved
Pueblo School District 60
Bessemer Elementary

LEVEL
Elementary

PURPOSE
Using class discussions as a stimulus to develop illustrated thoughts, feelings and ideas.

OBJECTIVES
- To develop greated awareness of personal management skills and relationships.
- To enhance or reinforce reading, writing, language, and thinking skills.
- To share and organize ideas in meaningful ways.
- To feel a sense of personal worth.
- To give advice and personal direction without "preaching."

RESOURCES
- Pencil
- Markers
- Tag board
- Notebook rings
- Paper punch
- Colored pencils
- Paper
- Crayons
- Index cards
- Contact paper

PROCEDURE
1. Discuss selected topics such as "Good citizens are...," "Happiness is...," "My friend is...." Share ideas.

2. Assign students their own sentences to illustrate. Students write sentences and illustrate on practice paper. Teacher or student team edits sentences.

3. Students rewrite and illustrate sentences on tagboard or index cards with students' names at the bottom.

4. Use your favorite bookbinding method to organize the illustrated sentences of all the students into a book. Place in an area for easy access. Books may be used as motivating tool as well as a culminating project.

AUTHOR'S NOTE
This project can be adapted to any subject area and elaborated to include paragraphs and photography.

Project PROMISE

Provide *building blocks*
for self-worth
Reach *each we teach by*
the learning process
Organize *activities that*
encourage interpersonal
relationships
Maintain *multi-sensory*
learning strategies
Implement *creative*
problem-solving
techniques
Strategies *toward self-*
directed learning
Encourage *sensitivity*

Marianne Hayes
Adams County
School District 14
Kemp Elementary

LEVEL

Elementary

PURPOSE

Promoting and enhancing self esteem, self knowledge, and problem-solving.

OBJECTIVES

- To develop understanding and appropriate expression of various feelings and emotional states.
- To enhance the development of creative writing skills and self-expression.
- To help students understand areas of strengths and weaknesses and positive methods to grow, change, and develop.

PROCEDURE

The author submitted a comprehensive curriculum designed to incorporate positive emotional development and enhanced self-esteem with oral and written language, reading, and problem-solving. A brief outline is provided here.

Establish a section of the school's Media Center as a "Friendship Center" where children may go to work on a monthly theme project related to self esteem. Include books related to feelings, handicaps, life traumas, friends, and friendships.

Phase One: Provide building blocks for establishing self worth.

Some activities include:
A. Make a name poster.
B. Make a personalized collage.
C. Develop a record of special interests, talents, etc.
D. Make a "me" banner out of felt and burlap and other materials depicting things I'm proud of.
E. Make "friendly badges" to be given to students throughout the day who demonstrate friendship skills.

Phase Two: To reach each student we teach through linking affective, creative, visual, and cognitive learning processes.

Some activities include:
A. Develop a list of words related to self-image by choosing several words for each letter of the alphabet.
B. Write paragraphs or short stories on "what if..." topics.

Phase Three: Organize activities that encourage interpersonal relationships.

Some activities include:

A. Write down answers to self-evaluation questions such as: "What makes me tense?; What wears me out?; With whom would I like to get along better?"
B. Keep a journal of personal feelings, behavior, and thoughts.
C. Role-play various responses to situations dealing with feelings and how they can be mis-read.

Phase Four: Maintain multi-sensory learning strategies.

Some activities include:

A. Encourage students to pair up for writing activities.
B. Have whole class brainstorm an A-Z list of possible topics to write about.
C. Using personal writing journals have students write for three minutes continuously on any topic.
D. Use multi-sensory ways to teach sounds and letters such as: make fingerprint pictures of things beginning with a selected letter; make up a story using as many words that start with the selected letter as possible; list animals, names that start with the selected letter and then make a collage; etc.

Phase Five: Implement instructional strategies that use creative problem-solving techniques and strategies that utilize cooperative learning.

Some activities include:

A. Have students brainstorm as many solutions as possible to a problem. Record, discuss and evaluate all solutions and choose the three best. Evaluate these and then rank order the three solutions, best, very good, good.
B. Evaluate fairy tales and determine the main problem the character confronts in the story and various solutions.
C. Develop a "problem report" which the students fill out to help themselves solve their own problems. Include: name(s); date; who involved? where? Describe what happened; personal feelings; other's possible feelings and why; state at least two ways to solve the problem.
D. Creative writing activities in cooperative groups where each person adds a sentence.

Phase Six: Strategies that move children toward self-directed learning.

This phase focuses on the teacher who is encouraged to read books such as those listed below to aid in developing a philosophy of education based on answers to the questions, "What is education?" and "How can I facilitate learning for each student's optimal success?"

Some books recommended by the author are:
- Cook, Myra B., editor. The Come Alive Classroom. Parker Publishing Co., West Nyack, N.Y., 1967.
- Forte, Imogene, et al. Center Stuff for Nooks, Crannies, and Corners - Complete Learning Centers for Elementary Classrooms. Inventive Publications Inc., Tenn., 1983.
- Petreshene, Susan S. Complete Guide to Learning Centers - Individualizing the Basic Educational Skills. Pendragon House, Palo Alto, Calif., 1978.

Phase Seven: Encourage children to become sensitive to their own as well as other's feelings.

Some activities include:

A. Make a tree on a bulletin board and have the students brainstorm suggestions of how to show someone else you care for them without buying them a present. Have the students write each idea on an apple then put on the tree thus creating "A Giving Tree."

B. Read aloud stories and books that deal with loyalty, devotion, and caring.

Some titles include:
- Stone Fox by John Gardiner
- The Trouble with Tuck by Theodore Taylor
- Where the Red Fern Grows by Wilson Rawls
- The Bedspread by Sylvia Fair

C. Develop "Friendship Pals" where each student selects the name of a classmate out of a box and that student becomes his/her friendship pal for the day: During the day the friendship pals do or say something nice specifically for their partners. At the end of the day have the students comment on how the day went; could anyone guess who their friendship pal was? How?

Silent Cheer

Celebrating success, silently

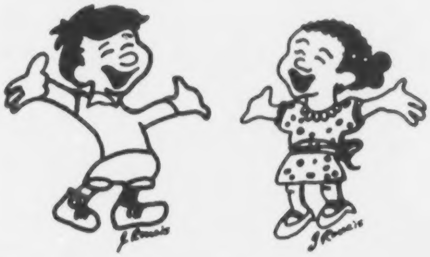
LEVEL
Elementary

PURPOSE
Helping build a supportive and encouraging classroom atmosphere.

OBJECTIVES
- To develop attitude of working together.
- To express emotions in fun way.
- To enhance supportive interpersonal relationships in classroom.

TIME
Thirty seconds

PROCEDURE
When a student accomplishes a goal, such as getting 100 percent on a spelling test or giving a super book report, or the entire class has worked extremely hard, a silent cheer is performed. The children stand up, raise hands in the air and shake their arms and silently yell "Hooray."



Cathy Glinton and
Mary Pedzick
Denver Public Schools
Moore Elementary

Life-Centered Activities

Explore the feelings of the physical, social, and thinking self and learn how to manage time

LEVEL
Elementary

PURPOSE
Achieving self awareness

OBJECTIVES
To name and share feelings and to name personal characteristics.

TIME
Twenty minutes per activity.

RESOURCES
- Magazines
- Tagboard

PROCEDURE

Activity I
Have students cut out "feeling state" pictures from magazines. This can be done in small groups to stimulate discussion and team work. Use the pictures to play a game. Pictures are turned upside down on a table; each student draws a picture and, using the feeling represented, begins a sentence with: "I feel this way when..." For another game use duplicates of each picture and match pairs.

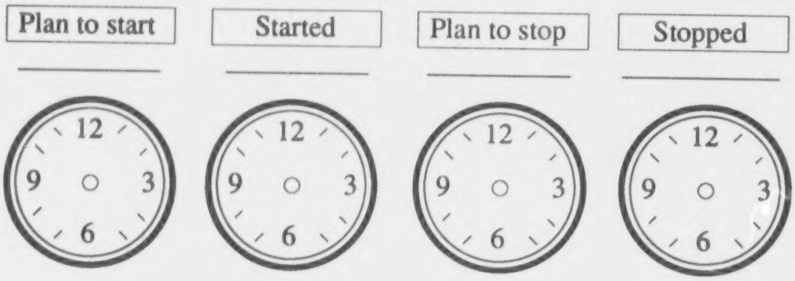
Activity II
Describe the feelings happy, sad, mad.
I felt happy, sad, or mad when. . .
Tell a story about one of these feelings.

Activity III
Students use Polaroid pictures of themselves to identify individual characteristics of themselves and others. This is a discussion-based group activity. Discussion topics are listed on tagboard labels and discussion can vary as the group takes its own direction. Starter topics and issues include: physical differences and similarities, things we can and cannot change about ourselves, things we like or dislike about ourselves. Students can play a game such as: "Guess who I'm describing" or "I am thinking of...". Clues may be given.

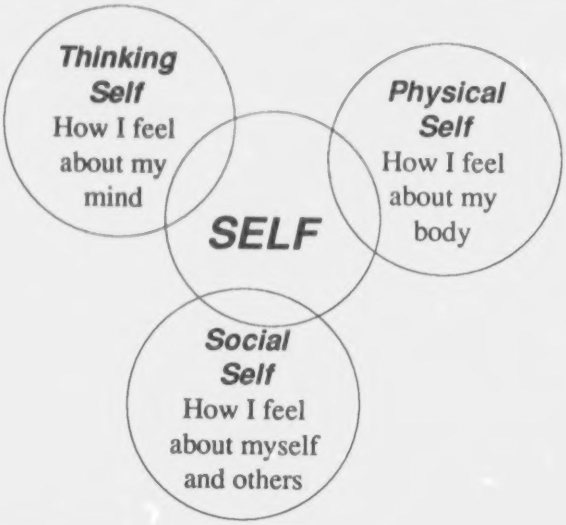
Paula Lee Hess
Falcon School District
Falcon Elementary

Discussion questions can include:
What do I look like?
What do I like about myself?
What would I like to change?
What can I change?
What can't I change?

A self-monitoring component should be included. The students should determine the time to start and stop each activity. The actual start and stop time is recorded.


Plan to start
Started
Plan to stop
Stopped
12
3
6
9

Have students answer the following questions:
Did I begin on time? yes no
Did I stop on time? yes no
Did I earn a sticker (reinforcement)? yes no
What should I adjust next time?


Thinking Self
How I feel about my mind
Physical Self
How I feel about my body
SELF
Social Self
How I feel about myself and others

REFERENCE
Life Centered Career Education, Activity Book One.

Advocacy Groups for Kids

Build a school-wide support system for all students

LEVEL
Elementary

PURPOSE
Creating an adult advocate system to work with small groups of students about specific issues and personal skills, offering individual support to students when needed.

OBJECTIVES
- To provide adult advocates to work with students on personal skills and be available for student support when needed.
- To enhance self-concept.
- To provide refusal skill training.
- To provide substance abuse information.

TIME
Forty-five minutes per week throughout the school year

RESOURCES
- 100 Ways to Enhance Self-Concept
- Project Charlie materials
- Affective Education Activity Book

PROCEDURE
It is important for students to feel that they are a part of the school community and that there is a caring adult to turn to that knows them personally.

1. Develop a proposal to have individual staff members at the school (teachers, administrators, aides, secretaries, custodians) take a small group of students weekly to discuss affective personal issues. These staff members are known as Leaders.

2. The student body is divided among these staff members based on leader requests, personalities and group dynamics. Groups should be mixed racially, socially, and by gender. Once the project is approved by staff and parents, training is conducted to assist staff members to become group leaders. Training includes counseling techniques, group management, refusal skills, etc. (Using Project Charlie and Partner's Program refusal skills).

3. Curriculum and activities are developed as a starting place for the group leaders. Topics can include: divorce, refusal skills, dealing with siblings, handling conflict.

Pearl Adams
Thomas Parrish
Mesa School District 51
Columbine and
Scenic Elementary

4. Students complete a self-concept pre-test at the beginning of the experience and again at the end of the year. Each group meets once per week for 45 minutes. Discussions will be based on the needs of the group.

5. An evaluation should be developed by Leaders, students and parents to gauge the effectiveness of the program.

6. Whenever possible the groups should stay together the next school year and have the same Leader. This continues until the students move to the next level.

This program will insure that each student has one adult that can be a support throughout their experience in that particular school.

REFERENCES

- Partners' Program
- Project Charlie
- Refusal Skills
- 100 Ways to Enhance Self-Concept
- Affective Education Activity Book - Ft. Collins

For further information, contact:
Pearl Adams and Thomas Parrish
Mesa County Valley School District #51
2115 Grand Avenue
Grand Junction, Colorado 81501

The Lunch Bunch

Eat & Meet: Teen-issue discussions over lunch

LEVEL

Middle School, Junior High

PURPOSE

Increasing self-esteem and self-worth of students through lunch hour activities designed to stimulate social-emotional awareness and success.

OBJECTIVES

- To learn to interact appropriately with adults, teachers, and peers.
- To increase grade-point average and academic achievement through improving self-confidence.
- To improve personal grooming, attitudes towards grooming, and socialization skills.
- To explore various occupations and appropriate behaviors necessary for those careers.
- To learn skills necessary to participate successfully in groups.

TIME

One hour a week during lunch.

RESOURCES

- Outside speakers
- Field trips
- Handouts
- Discussions
- Scope Magazine
- Home economics room for demonstrations

PROCEDURES

1. Identify group participants. These groups can be co-ed or exclusively male or female depending on the content and focus. Meet with group to set curriculum and ground rules. Explain goals and objectives to group.

2. The Lunch Bunch group meets weekly and follows an agenda that is set each month.

3. Use an ice-breaker to begin each session until trust level is developed. Some topics for the group can include: make-up application and appropriate use, hair styles and grooming, posture and walking, coordinating outfits and accessories, first impressions, teen-age pregnancy, dealing with family crisis, shoplifting, peer support and friendships, manners, table settings, dating and dating etiquette, divorce, jobs and job interviews, budgets, style show.

Maureen Peterson
Shirley Bradsby
Jefferson County
Public Schools
Alameda Junior High

AUTHOR'S NOTE

Ten girls were involved in this "Lunch Bunch" group and all their grade-point averages improved. Four of the girls made honor roll, a first-time experience for two of the four! Teachers commented that improvement in the attitudes and appearances of these girls was noticeable. Cooperation, bonding and willingness to work together developed and carried over into both the classroom and home environment.

Adopt-An-Officer

Developing positive regard for law officers through up close and personal relationships

Dorothy Benner
Greeley School District 6
Shawsheen Elementary

LEVEL

Middle School, Junior High, High School (Regular and Special Education)

PURPOSE

Developing positive relations with law officers.

OBJECTIVES

- To write letters twice a month to the "adopted" officer.
- To improve skills through writing a letter to the "adopted" officer.
- To learn to interact with a law officer on a personal basis.
- To learn to identify uniforms/police vehicles as friendly symbols.
- To develop a better self image/concept in seeing friendship valued by a significant other.

TIME

Varies based on individual student need and class structure. Students should have time twice a month to write a letter to their adopted officer.

PROCEDURE

1. Determine whether a teacher, principal, counselor, or parent volunteer is interested in working with this program. Determine which law agency serves the community (police, county sheriff's department, or state patrol).

2. Contact the department and get a liaison who is interested and can encourage officers to volunteer. Assign students to an officer. If only a limited number of officers are available then several students can "share" one, otherwise arrange a one-on-one or two-on-one situation.

3. Write letters twice a month; also send school-made or purchased cards for holidays, special events, and birthdays.

4. If transportation is available, special holiday treats can be shared. Officers can be invited to school for special programs. Encourage officers to have lunch at school. Positive interaction "radiates" to all students and adults in the school. (The amount of involvement outside school time is up to the officer and the individual family.)

AUTHOR'S NOTE

A student's father was sentenced to the state prison at Canon City for two years. For her birthday, the end of January, her officer brought cake, punch, and all the trimmings for a surprise birthday party. The success of this program was evident when the girl wrote her dad in prison, "My officer had a surprise birthday party for me." She could have been angry with all law enforcement officers for sending her father away, but she saw the police as her friends.

The Adopt-an-Officer program was recently published in the magazine "Women's World", April 11, 1989, page 10.

Positive Relationships

The ability to form and maintain relationships with others and to develop tolerance for differences in people

Friends Helping Friends

Students encourage and support each other to achieve personal goals

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Facilitating social growth through the development and achievement of social growth goals.

OBJECTIVES

- To practice positive group dynamics in order to determine weekly individual social goals.
- To assist one another with reminders and peer evaluation toward achievement of social goals.

TIME

Ongoing

RESOURCES

Wall chart

PROCEDURE

On the board put: (Student's name) personal goal is (goal statement), for example: Josh's personal goal is to eat lunch with a friend. Explain that the class will help each member identify a goal to work on during the week.

1. Have the class brainstorm and generate goal statement ideas for each member of the class.
2. The final selection of a goal statement is left up to each individual student.
3. The personal goal for each student is written on the wall chart.
4. Students are encouraged to support and remind each other of their personal goal.
5. Each student evaluates their progress on a daily basis. The class decides if the student should receive a star, check or sticker for improvement.

Repeat this process weekly. Objectives can be continued from week to week or new ones assigned depending on the student's individual progress.

Publicize the fantastic progress that students are achieving with this program.

Friends Helping Friends Example

	Week 1	Week 2
Sue	Keep hands to self	Same
Josh	Sit with friend	Stand up straight

Judy Nelson
Englewood Public Schools
Englewood High School

Facing Personal Issues in the SIEBD Classroom

Helping students resolve unfinished business that may interfere with school performance

Leo Schettler
Cherry Creek Schools
Laredo Middle School

LEVEL
Elementary, Middle School, Junior High, High School

PURPOSE
Discovering that everyone faces problems and providing opportunities for students to face these personal issues in a supportive setting.

OBJECTIVES
- To give students opportunities to identify their feelings and to discover ways to handle them.
- To provide opportunities for students to support one another by active listening and empathizing.
- To learn that most people have something "on their minds."
- To learn to face issues directly and to use good judgement in handling issues.

TIME
Two to five minutes per student, two or three times a week

RESOURCES
- Blank cards to be converted to token reinforcement or other reinforcement system.

PROCEDURE
1. Explain that people come to school or to work with "unfinished business," things on their minds that may be related to their families, friends, work or school, but get in the way of task completion. Discuss. Give examples of unfinished business and ask students for personal examples.

2. Explain that verbalizing and letting others know what's on your mind is sometimes a good idea because issues often become easier to handle after they have been shared.

3. Provide an opportunity for students to discuss their unfinished business with the group. Have each student share for a few minutes. Whatever students share is confidential and all must agree to confidentiality. Advice is given only when someone asks for it. Students may share a less personal item if more pressing issues are too difficult to talk about. Everyone is expected to listen with care to everyone else.

4. Begin the sharing process by asking a volunteer to speak from the heart. Allow for superficial or silly statements but try to encourage the discussion of true feelings. Actively listen. Model active listening to class. Rephrase, show empathy, and ask for clarification. Acknowledge and reinforce comments from others who demonstrate active listening and empathy.

5. Give continuous reinforcement for sharing. Give a blank reinforcement card as an acknowledgement for sharing each time student makes a statement, which can later be turned in for a teacher or student-determined reinforcement.

6. Avoid owning student problems; avoid giving advice before it's asked for; avoid taking action on anything a student has said without prior consultation.

7. Move from student to student. Communicate that you understand and care and are confident in each student's ability to cope with issues in their lives.

Little Red Hen

Activities related to the story Little Red Hen help students learn to work cooperatively

LEVEL
Primary

PURPOSE
Teaching children the importance of cooperative work to achieve a common goal using the story of The Little Red Hen.

OBJECTIVES
- To become familiar with the story The Little Red Hen in order to see the importance of working cooperatively.
- To learn the sequence involved in growing wheat and making bread.
- To experience working cooperatively in a variety of activities.

TIME
One to two week unit

RESOURCES
- The Little Red Hen
- Toy tools (rakes, hoes, shovels, wheelbarrow)
- Bean seeds, play dough, styrofoam packing chips, wheat grinder, styrofoam cups, potting soil, untreated wheat seeds
- Cooking supplies (bowls, measuring spoons, etc.)
- Tongue depressors
- Materials to make animal puppets
- Hen pattern

PROCEDURE
1. Read The Little Red Hen. Act out the story. Discuss the story asking questions like:

Did they work together?
Who did the work?
What did the animals say when they were asked to help?
Why did the hen want help?
What would happen if the hen didn't do any work?
Why did the hen eat the bread by herself?

2. Growing wheat and baking bread activities:

A. Plant bean seeds in play dough by making holes with fingers and covering with play dough. Pretend to water seeds.

B. Pretend to hoe and rake weeds in the garden with toy gardening tools.

Sara Stuebe
Barbara Slevin
Mona Stenson
Douglas County Schools
Castle Rock Elementary

C. Pretend to cut and thresh wheat, using styrofoam chips as wheat. This activity can be done in pairs, with one person cutting and threshing and one person loading "wheat chips" into a toy wheelbarrow with a toy shovel. Together they can take the wheat to the market.

D. To the tune of "Mulberry Bush", sing the following verses, while doing appropriate actions:
- This is the way we plant our seeds
- This is the way we water the seeds
- This is the way we hoe the weeds
- This is the way we cut the wheat
- This is the way we grind the wheat
- This is the way we make the bread
- This is the way we bake the bread
- This is the way we eat the bread

E. Plant untreated wheat seeds in potting soil in styrofoam cups. Water seeds daily and watch wheat begin to grow.

F. With a hand operated wheat grinder, grind wheat seeds into flour. Use flour to bake bread in groups of three or four children. Share jobs cooperatively.

3. Cooperative activities:

A. In groups of two, the children will each make a little red hen out of various shapes. They will need to work together, as each child has half of the needed shapes. The shapes must be colored, cut out, shared and glued on to the picture of the little red hen.

B. Make puppets of the four main characters by first drawing pictures of the hen, the cat, the dog, and the goose. Cut these pictures out, then glue each picture to the back of a tongue depressor. Act out story in groups of four. Perform for the class.

C. Talk about how the story could be different if all the characters worked together. Children re-enact the story using their new ideas.

REFERENCES

The Little Red Hen. New York: Scholastic Inc., 1985.

Friendly Actions

Students catch each other being friendly and positive

LEVEL

Elementary (Can be adapted for use in Middle School or Junior High)

PURPOSE

Recognizing peers engaging in and initiating friendly actions. Making realistic adjustments in their future goals.

OBJECTIVES

- To discuss and list friendly actions.
- To choose friendly actions to look for and to determine how many times they will observe each action.
- To record actions and compare results with the goal.

TIME

One to two classes for introduction and presentation. Allow as many repetitions as necessary to gain competency and confidence.

PROCEDURE

Groups will brainstorm how to tell if someone likes them. Behaviors mentioned are listed on the board. These friendly behaviors are discussed. Situations such as "A time I knew someone wanted to be friends with me," or "A time I let someone know I liked them" are shared. Add other friendly actions to the list. Discuss what feelings accompany these actions.

Tell students they are going to be detectives and look for all kinds of friendly actions. Tell them to remember what they see because they will chart actions observed.

Hand out worksheet on looking for friendly actions (see sample). Include a list of friendly actions and have students record the total number of friendly actions observed, actions seen most, actions seen least. End with a statement about which friendly actions the student is willing to practice. Discuss experience with students.

REFERENCES

Life Centered Career Education Activity Book I, Council for Exceptional Children, Miller, Sharon Lynn, Glascoe, Lynda Galer; Kokaska, Charles J. (1986)

Nancy Kaplan Marshall
Academy School District 20
Wolford Elementary

Friendly Actions Worksheet

A. 1. Today I will look for friendly actions during:____________________

2. I think I will see kids doing friendly things ____ times.

B. 3. I will put a mark beside each action I see, each different time I see it.

Smile________________________
Share________________________
Begin a Talk___________________
Say Nice Things________________
Answer a Question______________
Play With _____________________

Look ________________________
Help_________________________
Ask a Question ________________
Invite to Play_________________
Choose a Person _______________
Sit By________________________

C. 1. Total number of friendly actions I saw: _________________

2. I saw MORE or LESS than I thought I would. (circle one)

3. Action I saw the most was___________________________________

4. Action I saw the least of____________________________________

5. It was EASY or HARD to look for the actions. (circle one)

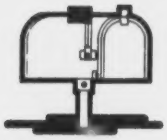
D. 6. If it was hard, next time I will look for FEWER or MORE different actions. I will look for _____________ instead of________________.

7. I am ready and willing to practice some friendly actions myself____.
I will practice__________________________friendly actions with kids during____.

8. The friendly actions I will practice are___________________________
____

Inexpensive Individual Class Mail Boxes

Use milk containers as personal mailboxes for students



Josephine Perkins
Montrose County
School District
Pomona Elementary

LEVEL
Elementary

PURPOSE
Making a personal space for students to receive forms of communication.

OBJECTIVES
- To provide opportunities for students to receive daily mail.
- To provide an easy method to return daily assignments.
- To provide letter writing activities.
- To provide a way to deliver peer messages to each other and teacher messages to students.

TIME
Approximately two hours for mailbox assembly

RESOURCES
- At least one gallon plastic milk containers for each student and teacher, or one-half gallon milk cartons or ice cream containers, or large envelopes
- White glue
- Scissors
- Paper punch
- String (colored)
- Heavy paper (for name tags)
- Heavy cardboard box for stacking containers at least eight inches deep

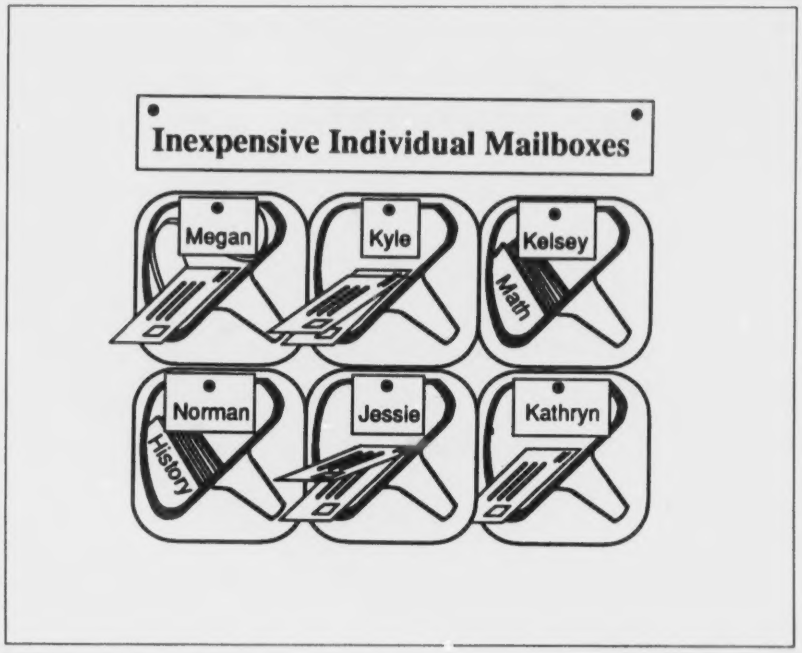
PROCEDURE
1. Each plastic milk container will be a mailbox. Cut off large portion of container at pouring end, down to but not including any part of the handle. This is the hole through which the mail is placed.

2. Arrange mail boxes in the large cardboard box, eight inches deep.

3. Lay mail boxes on sides. Have handles on bottom, all facing the same direction. They stack up nicely with six or seven going across and four or five stacked one on top of the other.

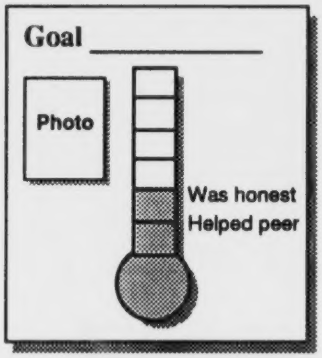
4. Glue plastic mail boxes on all sides so they adhere to box and each other. Punch hole in top edge of each mail box and attach, with coloring string, a 1 1/2" x 2" name tag made out of heavy colored paper.

5. Place mail boxes against a wall. Mail for distribution can be placed on top of the cardboard box (math papers, school information papers, etc.). Personal messages can be placed directly into the mailbox of the recipient.


Inexpensive Individual Mailboxes
Megan
Kyle
Kelsey
Math
Norman
History
Jessie
Kathryn

Thermometer of Thoughtfulness:
"Catch Them Being Thoughtful"

Students' thermometers rise when they're caught being thoughtful



Gail M. Wall
Florence School District
Florence Elementary/
Middle School

LEVEL
Elementary, Middle School, Junior High

PURPOSE
Making students more aware of socially acceptable behaviors.

OBJECTIVES
- To increase students thoughtfulness of peers.
- To assist students acceptance of authority.

TIME
Two weeks to fill thermometer of thoughtfulness (time line is flexible)

RESOURCES
- Poster board
- Student pictures (optional)

PROCEDURE
Have each child make a poster which includes the thermometer, a picture (is used), and goal statements. As students perform socially-acceptable skills the teacher fills in the appropriate level on the thermometer. Students earn a predetermined reward when their thermometer is full.

A child would receive a mark on the thermometer including: Being especially kind to a peer; sharing; takeing a correction from an adult without arguing; being responsible without reminders.

AUTHOR COMMENTS
Students soon learn that the way to fill the thermometer is to perform social skills a bit above and beyond the daily expected tasks.

Children will begin with an escalation of good behavior. The teacher needs to be very observant and catch students being thoughtful. Eventually students will begin complimenting other students on their thoughtfulness. Use small rewards such as a microwave pizza, time using a computer, etc. Rewards can be changed as needed.

The Loaf of Love

Be a lover, not a loafer! Developing a classroom that promotes positive regard

Memory Gae Guard
Jefferson County
Public Schools
Kyffin Elementary

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Exposing students to experiences of self worth and worth of others.

OBJECTIVES

- To accept these premises: I am responsible for my behavior. You are responsible for your behavior. We are valuable members of this group. We have certain responsibilities.
- To demonstrate positive responsibility for behavior and to function as valuable members of the group.
- To repeat class rules regarding behavior.
- To identify issues of inappropriateness and offer positive input and solutions regarding the democratic process.

TIME

Forty five-minute sessions throughout the school year.

PROCEDURE

Activity I—Name Game

Begin LOAF OF LOVE activities the first day of school. Activities always take place in a circle formation. Play name game where Person 1 states name, Person 2 states Person 1's name and own name, Person 3 states Persons 1 and 2's names and own name, etc. Game may start over after six to eight people have played. The teacher facilitates, encourages and helps where needed.

Activities II and III—Getting to Know You

Repeat circle name game. Teach and model looking into person's eyes when saying his/her name. Ask students to practice names using direct eye contact. Discuss the importance of self; ways we are good to ourselves; ways we are cruel to ourselves. Teacher models. Go around the circle, share favorite colors, foods, happiest moments, greatest fears, etc.

Activity IV—Name Game Alliteration/Compliment Self

All sit in circle. Each person selects a word that is complimentary to self that starts with the same first letter as his/her first name (e.g., Marvelous Mindy, Brilliant Brad). Teacher guides. Teacher discusses difficulty we have in complimenting ourselves. Teacher gives examples: "This dress is a rag. My hair sticks up. My nose is too long." Discuss differences between intrinsic and extrinsic qualities. Go around the circle—each person compliments self for a positive intrinsic quality.

Activity V—Alliteration Name Game/Group Shout
Brainstorm names and play name game using alliteration names. Practice saying this sentence, "No matter what you do or say to me, I'm still a worthwhile person." Repeat, increase volume, repeat, increase volume, all shout! Repeat this activity throughout the year. Have any child say it when times are tough.

Activity VI—Alliteration Name Game/Compliment Others
Play name game using alliteration of other people's names. Teacher discusses and role plays difficulty in accepting compliments appropriately. From now on the only appropriate responses can be "Thank you" or saying nothing. Give intrinsic compliments around circle to person on right, then left. Practice giving and receiving compliments.

Activity VII—LOAF OF LOVE Bulletin Board
Out of brown butcher paper, make a huge loaf of bread and put it on a bulletin board titled: Our Loaf of Love. Have the students make and decorate their own nametags then place each nametag (including teacher's) inside the loaf. As the year progresses, make "slices" of bread from butcher paper, add it to the bulletin board, and put student-generated class rules inside each "slice."

Activity VIII—LOAF OF LOVE Celebration
(Must have full attendance.) Students gather with teacher in circle. Teacher explains, "The bread is for a celebration: We are here to celebrate each person's life, being, and specialness. The loaf is a symbol of our class for the whole year. We are all slices of bread in the loaf. We all depend on each other; we need each other for the loaf to be complete. When one person is absent, the whole loaf suffers. If one person holds back, the whole loaf is hurt. We are all blended and bonded together in this loaf called Ms. Smith's class. When one has a problem, we all have a problem." Share bread.

Ongoing Activities
1. Students discuss class, recess, or individual problems. Everyone has opportunity to voice feelings. Teacher facilitates group toward listing all possible solutions and selecting the best by majority vote. If rules are made, these are posted on bulletin board. A follow-up session should be set to check in, monitor commitment, and discuss progress.

2. Teacher recognizes periods of stress in class atmosphere. All meet in circle to discuss causes of stress. Recognize healthy, effective methods of reducing stress - from talking to your dog to running around the block. Everyone in the circle turns 90 degrees. Carefully rub the person's back in front of you. Everyone lets breath out loudly; give long, voiced sighs. Rub the neck, the shoulders, the arms. Turn 180 degrees and repeat.

3. Have class elections of officers and hold class meetings to solve problems and issues. Parliamentary procedures can be taught. An agenda should be developed prior to each meeting and minutes should be taken and distributed to class members. The teacher maintains the right to veto and may intervene to support a student. If a school issue arises, a committee is appointed to meet with the school principal.

Solving Peer Conflict

A practical method to help students find alternatives to fighting

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Assisting students to find alternative solutions to fighting.

OBJECTIVES

- To reduce impulsivity.
- To increase reflectivity.
- To explore alternatives to aggression when being confronted.

TIME

A few hours

RESOURCES

- Fight Resolution Form

PROCEDURE

When a student has physical conflict with peer, the student is given a form to fill out. This gives the student a "cool down" period. Students may use any words to express feelings on paper. When the teacher senses that a student has had time to calm down, the teacher and student discuss the circumstances which precipitated the fight and the appropriate consequences for the infraction.

The teacher and student discuss alternatives for the future. Effective alternatives for peer conflicts are concrete and practical.

Examples:

Student who used name-calling: Student eats lunch with other student next day after the apology is offered. Student does one nice thing for the other student to show apology carries weight. Students involved in name-calling spend time together on playground the next day.

Student who hits peer when teased: Student apologizes. Student plans three activities with peer to show that they can get along if effort is put forth. Peer checks off when three activities are completed.

Students deserve praise for these undertakings

Gall M. Wall
Florence School District
Florence Elementary/
Middle School

FIGHT RESOLUTION FORM

Name______________________________ Date_____________________

I had a fight today with ____

I fought with _____________________________ because________________

I fought because I was feeling ______________________________________

Other things I could have done instead of fighting_______________________

My consequences for this fight will be________________________________

Next time I will try ____

Other Comments:

Signature______________________________

GW: 11/88

Roll Call Question

Creating an atmosphere for self-expression

LEVEL
Middle School, Junior High

PURPOSE
Enhancing classroom participation, creating trusting classroom atmosphere and enhancing the students' verbal expression.

OBJECTIVES
- To allow students time to share ideas and thoughts while establishing trust.
- To help speaking and "think on your feet" skills.

TIME
Five minutes to 50 minutes

PROCEDURES
The teacher presents a question to the student. Begin with "What is your favorite movie?", "What job would you most like to have?". More difficult questions like, "What is your most embarrassing moment?", come later.

Rules:
1. Ask for volunteers.
2. Student must stand at desk to answer.
3. Other students are quiet. Disruptive students lose points.
4. After volunteers, call on other students.
5. Students may pass.
6. Teacher participates.

Ideas for Questions
Favorite anything; Scariest moment; Happiest moment
Most heroic feat; Someone you admire; Personal goal
Something nice you did for someone else or vise-versa
Something that makes you mad; Most embarrassing moment;
Most valued possession; Favorite music; Earliest memory;
Something you hate.

REFERENCES
Sally Shipley-Shawnee, Supervising Teacher, Mission West High School.

Nancy Vogel
Colorado Springs
School District 11
North Junior High

Peer Leadership Training

Training students to be peer leaders

Rhonda Rzepka
Terry Killin
Falcon School District
Falcon Middle School

LEVEL

Middle School, Junior High

PURPOSE

Training students in listening, conflict resolution and good communication skills through peer leadership and peer counseling programs.

OBJECTIVES

- To provide opportunities for trainees to experience a better understanding of self and to improve self-worth.
- To provide effective communication and listening skills.
- To provide leaders with experiences in helping students in areas of educational, personal, or social problems.
- To assist students in showing empathy, understanding, and respect toward others.

TIME

Approximately 1 and 1/2 to 2 hours of peer leadership training per week, during school time, ongoing throughout the school year. Also included in the training are three retreats at a retreat and training center. Outside of resource training twice a year at a specifically selected center.

RESOURCES (see references)

- Peer Power: Becoming an Effective Peer Helper
- You and Being a Teenager
- Retreat and training facility
- Objectives: Increase level of trust, leadership development, decision making skills, enhance self concept, foster teamwork

PROCEDURE

1. Develop a process to select students to become peer leaders in the spring. Hold a spring team building retreat with the students selected.

2. Hold a student program retreat in fall of next school year. In-school training is included during advisement periods. 1 and 1/2 to 2 hours per week.

Curriculum for Peer Leadership Training includes the following:

A. Getting to know yourself and your team.
B. Active listening: non-verbal behavior, parroting, paraphrasing, confrontation, attentive listening.
C. The importance of confidentiality.
D. Empathy and understanding.

E. Problem solving skills.
F. Communication skills.
G. Refusal skills.
H. Conflict resolution skills.
I. Dealing with drug and alcohol abuse.
J. Suicide prevention.
K. Tutoring high-risk students.

Activities for Peer Leaders will include:

A. Peer tutoring high-risk students.
B. New student orientation.
C. Sixth grade orientation.
D. Group facilitator in advisement groups.
E. Refusal skills training for elementary students.
F. Personal "counseling" for students in need.
G. Big brother/big sister program for high-risk sixth grade and special education students.

Evaluation Components involve:

A. Personal journals.
B. Logs for peer-tutoring and counseling.
C. Monthly reports to counseling office.

Outreach for High Risk Students:

Peer leadership entails a broad outreach for the counseling program. The intent in peer leadership is to train students in communication and listening skills so they can be an effective support system for other students. These peer leaders will be reaching out to high-risk students in the form of academic tutors, big brother/big sisters, and orienting new students. As they role-model decision-making skills for other students, they will have a positive effect on the atmosphere of the school. Training is intense and ongoing and resources for training and motivation are needed. Continual reinforcement and encouragement is necessary to keep the program going effectively . This program provides a positive support for high-risk students and positive public relations with the community.

REFERENCES

- Youth Helping Youth: Handbook for Training Peer Facilitators. Robert Myrick, Tom Erney.
- Caring and Sharing. Robert Myrick, Tom Erney.
- Peer Power: Becoming an Effective Peer Helper. Judith Tindall, H., Dean Gray-Consumable.
- You and Being a Teenager. Feryle J. Bergin-Consumable.

On The Playground

Relating the behaviors and the motives of the characters in "A Streetcar Named Desire" to personal motives and issues

Sanford Kenneth Stone
Denver Public Schools
Baker Middle School

LEVEL

Middle School, Junior High, High School

PURPOSE

Helping students to understand the motivation for behaviors of fictional characters so they can better understand the motivation behind their own behaviors.

OBJECTIVES

Academic Skills:

- To determine and label motives for certain behaviors.
- To verbally identify behaviors that indicate labeled motive.

Life Skills:

- To develop awareness of personal behavioral responses to various situations.
- To develop awareness of how personal behavior impacts others.
- To understand motives for personal behavioral responses.

TIME

Eight periods: three for film and five for writing and discussion

RESOURCES

- Film or Videotape: A Streetcar Named Desire
- Teacher-made study guide (see example)

Modification: Read the study guide aloud for students who do not read well, and have them tape record answers or have a buddy write answers for them.

PROCEDURES

Activity I: (first day of film)

Before students begin writing, discuss what positive behaviors are and elicit examples.

5-Minute Writing Topic: "What makes the people I like do the things they do?" (non-graded, confidential journal entry)

Distribute study guide and begin film.

Continued on following pages

Activity II: (second day of film)
Before writing, discuss examples of negative behaviors.

5-Minute Writing Topic: “What makes the people I dislike do the things they do?”

All students have study guides; show second segment of film.

Activity III: (third and final day of film):
Before writing, discuss examples of positive and negative behaviors.

5-Minute Writing Topic: “What makes me do the good and the bad things I do?”

Show final segment of film.

Activity IV: (first day after film):
Discuss possible responses to hypothetical positive behaviors.

5-Minute Writing Topic: “How I respond to the positive behavior of others.”

Write minimal vocabulary on board to be used as a reference in the discussion.

Minimal vocabulary:
Blanche
pain
pragmatic
desire
violent
Stanley
positive
reality
daydream
ambivalent
Stella
anger
need
love
Mitch
fantasy
negative
abusive

Lead a discussion about the characters' behaviors. Focus on Stanley’s behavior toward Blanche, Stella, and Mitch; then focus on Stella’s behavior towards Stanley and Blanche; then on Blanche’s behavior towards Stanley, Stella, and Mitch. Identify that many behaviors of the three main characters are rooted in childhood. Discuss possible childhood experiences that may have motivated the characters. Students may wish to share their own personal stories.

Activity V: (second day after film):
Discuss possible responses to hypothetical negative behaviors.

5-Minute Writing Topic: “How I respond to the negative behavior of others.”
Assignment: Have students imagine negative behaviors of someone else and how they could respond in a neutral manner. Write these responses.

Activity VI: (third day after film):
Discuss possible responses to hypothetical negative initiating behaviors.

5-Minute Writing Topic: "How I know negative behavior when I see it."

Allow a willing student to share his/her response to the topic. Lead discussion of behaviors of one main character, and how that behavior was responded to by the other main characters. Identify motives that led to initiating behavior as well as to responsive behavior.

Activity VII: (fourth day after film):
Discuss possible responses to hypothetical positive initiating behaviors.

5-Minute Writing Topic: "How I know positive behavior when I see it."

Assignment: Write a first-person short story with Stanley, Stella and Blanche as characters on the playground. Begin writing in class, conclude as homework.

Activity VIII: (Fifth day after film):
Remind students that others react to their behaviors at much the same level as they respond to the behaviors of others.

5-Minute Writing Topic: "How others respond to my behavior."

Allow a willing student to share his/her response to the topic. Lead discussion of reciprocity of behaviors of all characters, including narrator. Identify motives of all characters, including narrator. Identify motives that led to initiating behavior as well as to response behavior.

REFERENCES

Techniques used are loosely based on the Cognitive Education model as presented by Lee Hannel.

HANDOUTS

Study Guide for A Streetcar Named Desire
"Observer's Notes": In-class assignment for Activity Five
"Pre-writing Notes": In-class and homework assignment for Activity Seven

COMMITTEE COMMENTS

This approach can be applied to a wide variety of films.

Sample Study Guide Questions

Name: ______________________________ #Period: _____________

A STREETCAR NAMED DESIRE ***Study Guide***

Please read over this study guide briefly before watching the movie. Do not hand in this study guide until it is asked for. Feel free to work on this study guide outside class. Two lines have been provided for your responses: Use additional sheets if needed and be sure to number any additional pages.

Pay close attention to Blanche's first explanation of how she can be in New Orleans, away from her job. She gives a reason that, though true in and of itself, is not the immediate cause of her being away from school. She says her reason is:

____

____

____

From time to time during the play, you will hear a particular segment of music, invariably ending with a pistol shot. At this point, early in the development of the play, how do you think this segment of music relates to Blanche's life before the play? How do you think it relates to her life during the play?

____

____

Stanley also speaks of "ideas" he might have about Blanche. What are these "ideas" and how do they relate to Blanche's wardrobe as well as to Stanley's personality? (Incidentally, watch these ideas as they ferment in Stanley's brain during the course of the play.)

____

____

Please note the behavior of the card players as they run from Stanley when he is raging in the bathroom. What does their action say about them, and about their relationship with Stanley? Why does Stella go back to Stanley? Support your answer with evidence from the play.

____

____

A STREETCAR NAMED DESIRE (page two)

Shame is a key element in this play. Think of Stella's defense of Stanley: "He's really very ashamed of himself." Do you think Stanley really is ashamed of himself? Support your answer with evidence from the play.

Compare and contrast what Stella sees in Stanley with what Blanche sees in Mitch.

Blanche and Mitch have both experienced the death of a loved one; Blanche has witnessed the dying and death of a parent just as Mitch is now doing. Compare and contrast their reactions as well as the effect that death and dying have on them.

At the play's end, Blanche is on her way to a sanatorium; Stella is at home both with a new baby and Stanley. Which sister do you think is better off? Give your reasons based on the play you have just seen.

"Observer's Notes" handout to go with Activity V

You are a teacher or counselor. Among the students are Stanley Kowalski, Stella DuBois, and Blanche DuBois. Observe their interaction; make notes on specific things they do (both good and bad), and why they do these things. Your rough notes are due, on this page, at the end of the period.

Observer's Name: ________________________ Date of Observation: _____/_____/_____

"Pre-Writing Notes" Handout to go with Activity VII

Imagine you are a 3rd or 4th grader at the same school with Blanche and Stella DuBois and Stanley Kowalski. It is recess and you find yourself on the playground with the three of them. On this page, jot down notes of what you do. Please show these notes to me before you leave class. Tonight, use these notes to draft a short story (1 to 2 pages maximum) to turn in at the beginning of class tomorrow. Remember, YOU are the main character in this story—tell it as YOU see it.

Who's in Charge Here?

Applying Transactional Analysis to decision-making

Anne Anderson Whitfield
Pueblo School District 60
Corwin Middle School

LEVEL
Middle School, Junior High, High School

PURPOSE
Developing decision-making skills that result in positive choices.

OBJECTIVES
- To distinguish three modes of decision-making.
- To recognize which mode is most appropriate for a specific decision.
- To use the decision-making process in real life situations.

TIME
Approximately two class periods

RESOURCES
Chalk board and chalk (or other type of writing surface that the whole class can see)

PROCEDURES
Day I
Students are told that this lesson will be about making successful (appropriate) decisions. In the exercise the decision as to whether or not to smoke cigarettes is explored.

Students are instructed to interview three or more persons who are regular smokers. They are to ask them two questions:
1. Why did you begin smoking?
2. If you could do it over again, would you still smoke? Why or why not?

Day II
The teacher explains that the class will examine how people arrived at the decision to begin smoking. Each student will determine whether they think the decision-making process was appropriate to the decision made.

The instructor explains that many psychologists classify our decision-making as being of either the "child", "parent", or "adult" mode. We make decisions using all of these modes depending on the type of decision to be made. Explain that these modes have nothing to do with one's age or status. The instructor then writes these brief descriptions on the chalk board:

1. **CHILD** - A decision made on the basis of emotions, desires, or feelings.
2. **PARENT** - A decision made because of a sense of what one "should" or "ought" to do. A decision made because of tradition or rules.
3. **ADULT** - A decision made on the basis of analysis, reason, or facts.

The instructor then prepares two columns on the chalk board. One column is headed REASON, the other is headed WHO'S IN CHARGE HERE? Each student, in turn, is asked to report one or more of the reasons they received as to why a person chose to smoke. The reasons are listed in the appropriate column as they are reported.

Students are then asked to analyze each reason and to classify the decision as being of either the Adult, Parent, or Child mode. The responses are listed in the column headed "WHO'S IN CHARGE HERE?", next to the reason being analyzed.

Example I—"Why did you start to smoke?"

REASON	*WHO's IN CHARGE HERE?*
1. He wanted to fit in	Child
2. She wanted to appear older	Child
3. His father smoked	Parent
4. She didn't want to be un-cool	Child

After this chart has been completed, make a second chart with the same headings. On this chart list the reasons given to the second interview question (If you could do it again...) and determine the modes again under the **WHO'S IN CHARGE**? column.

Example II—"If you could do it again, would you make the same decision?"

REASON	*WHO's IN CHARGE HERE?*
1. Smoking is bad for you	Adult
2. It's too expensive	Adult
3. Smoking settles my nerves	Child
4. Smoking makes you stink	Adult

Compare the two charts and discuss the reasons for any differences—the first chart usually will consist of many Child mode reasons as the decisions were based on emotional responses. The majority of reasons on the second chart usually fall into the Adult mode.

The instructor should point out that no decision mode is inherently better than the other two. However, the type of decision required may make one mode of decision-making more appropriate than the others. For example, the decision as to which ice cream flavor to choose, may best be made in the Child mode. The decision to stop for red lights may best to made in the Parent mode. Students are asked which mode of decision-making would be most appropriate when one is trying to decide whether to begin a habit that is harmful (e.g., smoking). Most students will conclude that the Adult mode is most appropriate. Students usually realize that the more important the decision to be made, the more appropriate it is to use the Adult mode of decision making.

The students are encouraged to reflect on this when they are faced with other important decisions in their lives.

COMMITTEE SUGGESTION

Use other issues that young people face and analize reasons for decisions using Child Parent Adult Format. Topics can include: deciding drinking alchohol; cheating on a test; lying to parents or teachers; etc.

Goal Setting and Problem Solving

The acquisition of skills enabling students to identify problems, brainstorm solutions, and set personal goals for growth and achievement

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The Planning Process

Feeling positive about yourself and others through meeting personal goals

Shirley Kernen
Del Norte School District
Del Norte High School

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Enhancing self awareness and encouraging personal growth.

OBJECTIVES

- To give and receive positive strokes to enhance positive self image.
- To list personal strengths and weaknesses.
- To utilize the Planning Process in setting two personal goals.

TIME

Two consecutive class periods and another half period a week later.

RESOURCES

- Handouts (see examples)
- One large manilla envelope for each student and one for the teacher. Envelopes can also be made by stapling or gluing two pieces of paper together.
- Markers or crayons
- Small strips of paper

PROCEDURES

Day 1

Pass out one envelope to each student. Explain to students that we all need positive strokes in order to survive in the world, deal with others and to feel good about ourselves. Instruct students to personalize their envelopes. Draw or decorate so it reflects who they are. Hang envelopes in the room. The teacher also participates.

Students are to write positive comments about each of their classmates and put them in respective envelopes. This activity last for two or three days and requires about ten minutes each day. Students will read these at the end of the week.

Day 2

Pass out handout, "Power of One, A Better You". Have student list their strengths and weaknesses. Students may need help with formulating strengths.

Pass out the two Planning Process sheets to each student. Explain the process, using an example of a weakness.

Have students select two weaknesses they want to work on. Fill out the Planning Process sheets through rewards and punishments. Assist if necessary in the "My Plan" section. Place in envelopes when finished.

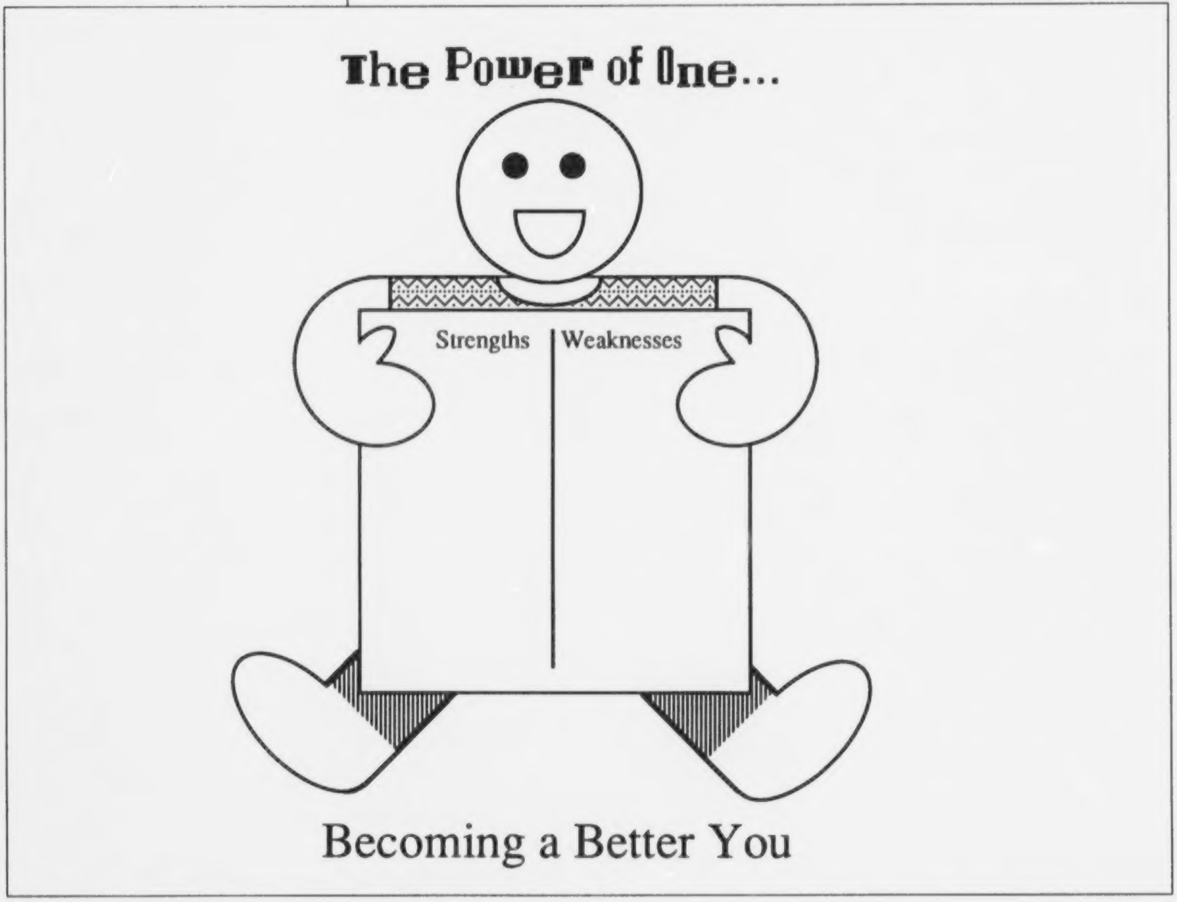
A Week Later

Take down envelopes and read comments. Take out Planning Process sheets and on the back write a short paragraph on "Have I reached my Goal?" If yes, explain level of satisfaction; if no, explain what is needed to reach it.

Do not collect these. They are personal goals and the students may do with them what they wish.

Follow Up

Use the Planning Process in any unit where decision-making skills are required.



THE PLANNING PROCESS

⊙ One concern about myself is that I have...

⇧ My goal is to...

▣ My Plan is... How... When... Where... Who... Help I can get...

Reward **Punishment**

ME Put me inside my Plan and do it!

⊞ Look back... valuate... How am I doing?

Date for final evaluation: ______________________

REFERENCES

Power of One
Program for Individual Action
and Recognition 1986
Marilyn M. Osborn
FHA, Inc.
1910 Association Drive
Reston, Virginia 22091

Future Homemakers of America
National Handbook, 1982
1910 Association Drive
Reston, Virginia 22091

A Multiple Choice IEP for Students With Behavior Challenges

A structured worksheet is used to help students choose personal goals

Leo Schettler
Cherry Creek Schools
Laredo Middle School

LEVEL

Middle School, Junior High, High School

PURPOSE

Providing an opportunity for students to participate fully in the goal-setting process.

OBJECTIVES

- To examine different areas of life in order to determine appropriate and meaningful personal growth goals.
- To choose appropriate growth goals and objectives.
- To declare goals and objectives publicly, and to develop a plan for achievement.
- To allow student, teacher, and parent to review goals and make any changes.
- To encourage students to support one another in achieving their goals.

TIME

Forty-five to ninety minutes

RESOURCES

- Personal Academic Growth Goals Worksheet (see sample)
- Pen or pencil

PROCEDURES

1. Explain that the purpose of the program is to support personal and academic growth. Explain that goal-setting is the first step toward growth, that everyone has special areas where they need to grow.

2. Distribute Goal Setting Worksheets to students. Ask students to read as you read goals listed on worksheets. Students choose three goals to work on. Ask for suggestions from peers for students who are experiencing difficulty identifying any goals.

3. Ask students to circle the numbers of the three goals they choose, then have them read the suggested objectives listed under each goal and place an X in front of two or three objectives they feel will help them reach their goals.

4. Ask students to share the goal worksheet with their parents and get signatures if parents agree. Ask students what they will do to support other students in reaching their goals. Ask students who offer support to state the offer formally.

Goal Setting Worksheet

Choose three to five of the following goals for yourself. Also choose two to three objectives for each goal to explain how you intend to reach your goal.

1. To improve my ability to control impulses by:
_____A. Raising my hand, not interrupting in class
_____B. Thinking before I talk
_____C. Sticking to the topic during discussions
_____D Staying on task for 30 minutes during group or private study
_____E. Refraining from making inappropriate noises
_____F. Predicting the consequences of my actions
_____G. Other_______________________________________

2. To become more responsible for myself by:
_____A. Completing assignments
_____B. Completing chores around the house
_____C. Arriving on time to classes
_____D. Bringing materials to class
_____E. Asking for assistance when needed
_____F. Relying on myself whenever possible
_____G. Admitting my part in a mistake rather than blaming
_____H. Remaining calm and patient while waiting for assistance
_____I. Resolving disagreements by talking them out or making requests, compromises or verbal agreements
_____J. Other_______________________________________

3. To improve my ability to communicate well by:
_____A. Listening carefully to others, not interrupting
_____B. Making short, clear requests of people and not complaining
_____C. Responding to questions with clear, direct and honest remarks
_____D. Using language appropriate to the situation
_____E. Sharing ideas, opinions and feelings in group discussions
_____F. Refraining from using verbal put-downs or harassment
_____G. Recognizing and sharing feelings when appropriate
_____H. Developing a clearer sense of my own true values, opinions and feelings
_____I. Telling others exactly what I think I need
_____J. Letting others know that I understand what they think and how they feel through verbal feedback
_____K. Other_______________________________________

Goal Setting Worksheet (page 2)

4. To improve my ability to get along well with others by:

_____A. Recognizing and acknowledging the rights of others
_____B. Showing understanding of and respect for the feelings and opinions of others
_____C. Opening conversations appropriately with others
_____D. Inviting others to do things with me
_____E. Working cooperatively on assignments or projects with others
_____F. Communicating my needs to others in appropriate ways such as sharing feelings and making requests
_____G. Refraining from fighting with others whenever possible
_____H. Other____

5. To improve my opinion of myself by:

_____A. Taking positive risks; doing worthwhile activities that I usually avoid
_____B. Acknowledging myself when I do a good job at anything
_____C. Comparing myself and my successes to my own previous attempts
_____D. Recognizing and acknowledging those qualities about me that make me likeable and valuable to others
_____E. Being myself and letting others know my true feelings, thoughts, opinions and values
_____F. Accomplishing tasks that require self discipline
_____G. Other____

6. To improve my ability to solve my own problems by:

_____A. Learning a problem-solving system
_____B. Learning to wait for my feelings to calm down before deciding solutions
_____C. Improving skill at asking for advice or information before acting to solve difficult problems
_____D. Taking steps to become independent in all appropriate areas such as rising recording assignments, household chores, personal hygiene, etc.
_____E. Other____

7. To improve my ability to handle strong feelings of anger, sadness, happiness, worry by:

_____A. Thinking before I act
_____B. Taking responsibility for how I feel and not blaming someone or something else
_____C. Expressing my feelings with appropriate and accurate language
_____D. Taking a walk to calm down before acting on strong feelings
_____E. Developing a relationship with someone I can trust and talk to about feelings
_____F. Other____

Goal Setting Worksheet (page 3)

8. To increase my ability to handle school by:
_____A. Organizing my school work and keeping it organized
_____B. Recording all school work assignments
_____C. Asking questions as needed
_____D. Staying after school for extra help
_____E. Calling on friends to help as needed
_____F. Turning in assignments on time
_____G. Making myself complete assignments even when I don't feel like it
_____H. Working to understand what is being taught
_____I. Getting my teachers to like me
_____J. Getting to know my teachers personally and letting them know me
_____K. Turning in assignments that may not be perfect
_____L. Other____

9.To improve my relationships with my parents by:
_____A. Communicating respectfully to them
_____B. Making requests, not demands
_____C. Sharing my feelings openly
_____D. Making an effort to understand their feelings
_____E. Allowing myself to be governed and guided by them in appropriate areas
_____F. Doing my share of the work around the house without reminders
_____G. Offering to help with special projects
_____H. Being courteous and mindful of their feelings
_____I. Being responsible and self-reliant at home whenever possible, especially in the areas of rising, bedtime, personal hygiene, homework time, leaving and returning time, etc.
_____J. Other____

10. To grow in self-control and self-discipline by:
_____A. Setting attainable goals for myself each day and expecting myself to reach them
_____B. Making myself complete tasks around the house before being asked so I can honestly say "Dad, Mom, I already did that"
_____C. Rewarding myself with things I like only after I have completed a job I don't like
_____D. Making myself work on learning activities at least one hour each night
_____E. Starting a sport or hobby such as reading weight-lifting, running, aerobics, karate, gymnastics, etc., that requires self-discipline
_____F. Asking for major projects around the house that require self-discipline to complete (painting, mowing, trimming, digging, etc.)
_____G. Other____

Goals Meeting

Developing goals in a group meeting to remedy logjam behaviors

Vickie Ragle
Aurora Public Schools
West Middle School

LEVEL
Middle School, Junior High, High School

PURPOSE
Identifying individual self-help goals in a group setting.

OBJECTIVES
- To recognize and deal with interpersonal conflicts.
- To give and accept constructive criticism and/or compliments.
- To interact with group members to accomplish a given purpose.
- To accept diversity in individuals, values, and ideals.
- To understand the interdependence of group members.
- To recognize a person's strengths and weaknesses.
- To assume different roles in groups.
- To cooperate with members in groups.
- To present ideas clearly and logically.
- To demonstrate self-directed behavior.
- To analyze and modify values and behaviors.
- To identify self-help strategies.
- To learn problem-solving techniques.

TIME
Thirty to forty-five minutes per participant

PROCEDURES
1. Plan either weekly or bi-weekly group meetings.

2. Identify each student's logjamming behaviors that may be interfering with school success—such as: Failure to complete assignments, physical aggression toward others, failure to accept criticism.

3. Assist each student in selecting positive social target behaviors to replace current behaviors. Cooperation and being positive is stressed. The teacher acts as the guide and facilitator. The group also provides support to each member to accomplish his/her goal.

4. Establish baseline counts for each targeted social behavior so a target can be selected. For example, Pat is late to class four times a week; her target may be reducing her tardiness to two times per week.

5. Teach each student to set realistic weekly behavior goals and targets. Monitor students' self-recording efforts by checking their daily count sheets. Guide group discussions to facilitate sharing, problem solving, and social skills building.

6. A goal is maintained until the student reaches mastery. Provide powerful rewards for students who master their weekly goals such as: food, field trips, class parties, movies, free time.

7. Goal meetings can be held weekly or bi-weekly to set new goals, review student progress, and provide encouragement to students. Encourage students who have reached criterion to chair the group meetings.

Begin with simple goals and increase the complexity as students start experiencing success.

Learning to Set Goals: A Key to Success

Activities designed to enhance goal setting

LEVEL
High School

PURPOSE
Providing students with a variety of information and experiences to assist in learning to set long- and short-range goals.

OBJECTIVES
- To learn to set goals and to carry them out.
- To gain confidence as goals are set and achieved.
- To understand that one's goals change and that change is both good and necessary.
- To learn to rely upon self and others as goals are established.
- To understand the behaviors and attitudes which help and hinder goal development and achievement.
- To understand the relationship between interests, previous achievements, and goal setting.

TIME
Five class periods of 45-50 minutes each

RESOURCES
- Goal setting packet
- Audio-visual materials
- Hard Choices: Strategies for Decision Making (Part II)
  Sound slide presentation; 16 minutes
  Center for the Humanities
- Life Goals: Setting Personal Priorities (Part II)
  Sound filmstrip; 12 minutes
  Human Relations
- Me Power: Building Self-Confidence (Part II)
  Videocassette; 30 minutes
  Pleasantville

PROCEDURES
This brief unit is designed for use in Speech, English or Social Studies classes and could be applied to other disciplines.

See the following pages for Activity Worksheet

J. Stuart Boyd
Thompson School District
Berthoud High School

Activity I

Discuss:

1. What Is a Goal?, Why Do People Set Goals?
2. Taking charge of your life by setting goals.
3. Provide goal-setting helpers and identify blocks to goal setting.

Assignment: Ask students to choose a short-range goal that can be accomplished by the next day. This can be something they would like to do or feel that they need to do (taking a nap, going shopping, washing the car, cleaning their rooms, doing a particular homework assignment). The next day they will tell their goals and how they accomplished them. This activity is an important first step in realizing that a goal, regardless of its simplicity, can be achieved.

Activity II

Students will tell their short range goals (assigned the previous day) and how they were achieved. If the goal was not accomplished, the student might mention which "Potential Killers" prevent accomplishment.

Show and discuss audio-visual regarding decision-making, setting personal priorities, and building self confidence. Assign the teacher-made "What's Important to You?" handout that asks students to list decisions recently made, outstanding experiences, recent achievements, wishes, life priorities, and changes that could be made.

"What is Important to You?" sample questions:

- Indicate 2-3 decisions or choices you made in the last month.
- Identify 2-3 experiences, activities or times in your life when you felt most excited or "alive" as a person.
- What 3 questions would you ask a person to help you learn what is important to him/her? Answer your questions.
- If you could have 3 wishes granted, what would yours be?
- Happiness is...
- If you were told you had six months to left to live, how would you spend the time?
- What would you do if you knew you couldn't fail?

Activity III

Students will discuss the "What's Important to You?" handout. (Points can be given for each question the student answers).

Show and discuss audio-visual on setting personal priorities in setting life goals. Assign teacher-made "You As A Goal-Setter" sheet.

"You as a Goal Setter" sample questions:

- List five of your top strengths.
- List two of your most important motivators.
- Name some areas of your life where you would like to develop your potential more.
- What are some present or potential blocks to acheiving your potential? Which can you set goals to reduce or bypass?
- What are some potential helpers or strengths you need to increase or build?
- What would you like to accomplish in the next: six months, one year, five years, ten years?

Activity IV

Students will discuss "You as a Goal Setter" worksheet. Discuss criteria for achievable goal settings. Assign teacher-made "My Long Range Goal Plans" handout.

"My Long Range Goal Plans" sample questions:

- Statement of goal
- Target date
- Reasons for wanting to achieve goal
- Strengths and abilities that can be utilized
- Action to be taken in 1-2 weeks, 1-6 months, and 1 year.

Activity V

Students will hand in long-range goal plans. The teacher will review the students' goal statements, make appropriate comments and suggestions, and return the papers, asking the students to keep them. Discuss guidelines for goal setting. Discuss audio-visual on strategies for decision-making, particularly relating to hard choices.

After one week, two weeks, one month, three months, and six months, the teacher will ask the students to look at "My Long Range Goal Plans" and to write a brief statement, recounting the progress the students are making in attaining their goals. (Teachers may grade or award points for these statements at their discretion).

REFERENCES

McHolland, James D. Basic Guide--Handbook for the Human Potential Seminar. Evanston, Illinoise: National Center for Human Potential Seminars and Services, 1976.

See following page for "Criteria for Successful Goal Setting"

CRITERIA FOR SUCCESSFUL GOAL SETTING

Consistently successful goal setting and achievement is the result of planning, thinking, and doing. It involves skill. It is not accidental. The following criteria are to be met as you set a goal. These criteria reflect goal setting skills you can learn and apply to numerous situations.

1. It is achievable.
2. It is believable and realistic for me.
3. It is specific and measurable.
4. I want to do it.
5. It is presented without an alternative.
6. It is non-injurious to me and others.
7. I am motivated to achieve the goal.
8. It is worth setting because it is important to me.
9. I have set a target date for completing my goal.
10. I should share and discuss my goals with others.
11. I should be prepared to discard goals when I discover that they are no longer achievable, realistic, or desirable.
12. Other goal setting aids you find helpful:

GUIDELINES FOR GOAL SETTING

1. Give yourself credit for what you accomplish.
2. Continue to state changes positively.
3. Practice self-affirmation at least weekly.
4. Is it growth producing for me and others?
5. Give yourself permission to make mistakes.

Managing Behavior

The ability to respond appropriately and accept responsibility for behaviors and the completion of tasks

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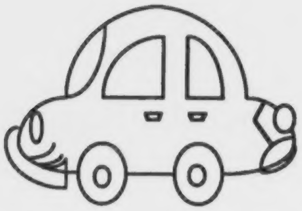
I Am Responsible

Giving students a driver's license to check in and out of the classroom



Kindergarten
Driver's License
I ______________ am a
Responsible Person
__________ ______ ______
Birthdate Wt. Ht.

Janet L. Henderson
Ellicott School District
Ellicott Elementary

LEVEL
Kindergarten, Primary

PURPOSE
Developing self-responsibility in students.

OBJECTIVES
- To teach students to be responsible for their own behavior.
- To help students understand consequences.
- To teach students to be responsible for their acts, right or wrong, and to understand cause and effect.

TIME
Ongoing

RESOURCES
- Paper or tag board
- Camera
- Assertive Discipline by Kantor

PROCEDURES
1. Discuss with students the importance of developing responsibility for self. Emphasize the word responsible and have the students learn to read and write it. Make an "I Am Responsible" bulletin board where the classroom rules are posted.

2. Have each student make a "responsibility license" including the child's photograph. "Park" these licences on the "I Am Responsible" bulletin board.

3. Discuss with the students the procedures for using these licences: Students are to remove their licenses from the bulletin board and place them under the appropriate "girl" / "boy" checkout whenever they leave the room (for example, to the restroom). In this way they do not have to interrupt the teacher or class instruction, and, should the teacher need to know who is out of the room, it is readily apparent.

4. Those students who do not follow this rule lose their license privileges for the day and must raise their hands when they need to leave the class. All students earn their license privileges at the beginning of each day.

Student Store

Encouraging positive study habits using play money and a chance to visit the school store

LEVEL
Primary

PURPOSE
Rewarding attendance, following school and classroom rules, and completed work assignments with play money.

OBJECTIVES
- To give students daily opportunities to earn and count money.
- To save money for specific purposes.
- To see the relationships of coin values by trading five pennies for a nickel, two nickels for a dime, etc.
- To make monthly purchases at the student store, to count money and to figure change.

TIME
Ongoing throughout the school year

RESOURCES
- A generous supply of small toys, stickers, pencils, and books for the student store inventory
- A "bank" of money—pennies, nickels, dimes, quarters, half dollars, and dollars
- A list of the rules at the beginning of the year.
- A container for each child to keep his money safe. (This could be a small box, plastic pill bottle, or film can)
- Heath Mathematics Book

PROCEDURE
1. At the end of the school day, students are paid a "salary" for attendance and completed assignments. Adjust this salary to the age-level of the class (eg. pennies for first grade salaries, and nickels for second grade salaries).

2. Extra pay can be earned for outstanding citizenship, returned homework assignments, and progress toward increasing positive social behaviors.

3. Money is saved in each child's "bank." As five pennies are earned, these are traded for one nickel, nickels for a dime, etc. At the end of the month, the student store is opened and students are able to make purchases. A volunteer may help to run the store. Some students may save several months to buy a more expensive item, while others may spend every month.

Sandy Hicks
Mesa School District 51
Broadway Elementary

4. At the back of the Heath Mathematics Book are realistic and durable pieces of money.

This activity can motivate students to finish work, to stay in their seat, and to return homework. Daily exposure to earn and count money is beneficial for students.

Fish Program

Go fishing for positive behavior rewards

LEVEL
Elementary (Students With Special Learning Needs)

PURPOSE
Understanding and stating the cause and effect of work behaviors in the regular classroom environment.

OBJECTIVES
- To maintain focus on task during independent working time given specific work/study behavioral guidelines.
- To identify and discuss work behaviors that earned a tangible reward.
- To maintain focusing skills for classroom tasks on a daily basis, gradually fading from the tangible reward system.
- To transfer responsible work habits from small group situation to the regular classroom.

TIME
This can be ongoing throughout the school year

RESOURCES
- Fishtank, live fish
- paper fish, cut out and laminated
- Bulletin board that can be used as a paper pond

PROCEDURES
1. The specialist, the classroom teacher, and the student meet to discuss behaviors the student should work on in order to improve independent working skills. The classroom teacher and student are then jointly aware of the behavioral goals for each day.

The student practices how to improve independent working skills in the specialist's classroom. For example, to stay on task, teach each student to keep eyes on own paper, pencil moving, mind on the work, and to stay in the chair. Role-play distractions so that the student can generalize the skill to the classroom.

2. If the student is able to focus on the task during independent working time, the student is eligible to earn a paper fish. To receive this reward, the student must be able to state to the regular classroom teacher the cause and effect: "I earned my fish today because I completed my work by keeping my mind on my work, my eyes on my paper and staying in my chair."

Christine M. Harris
Douglas County Schools
South Elementary

3. If the student does not earn the fish, he must state what the problem was and what plan he has devised to solve the problem the next day. The student then repeats this information to the specialist.

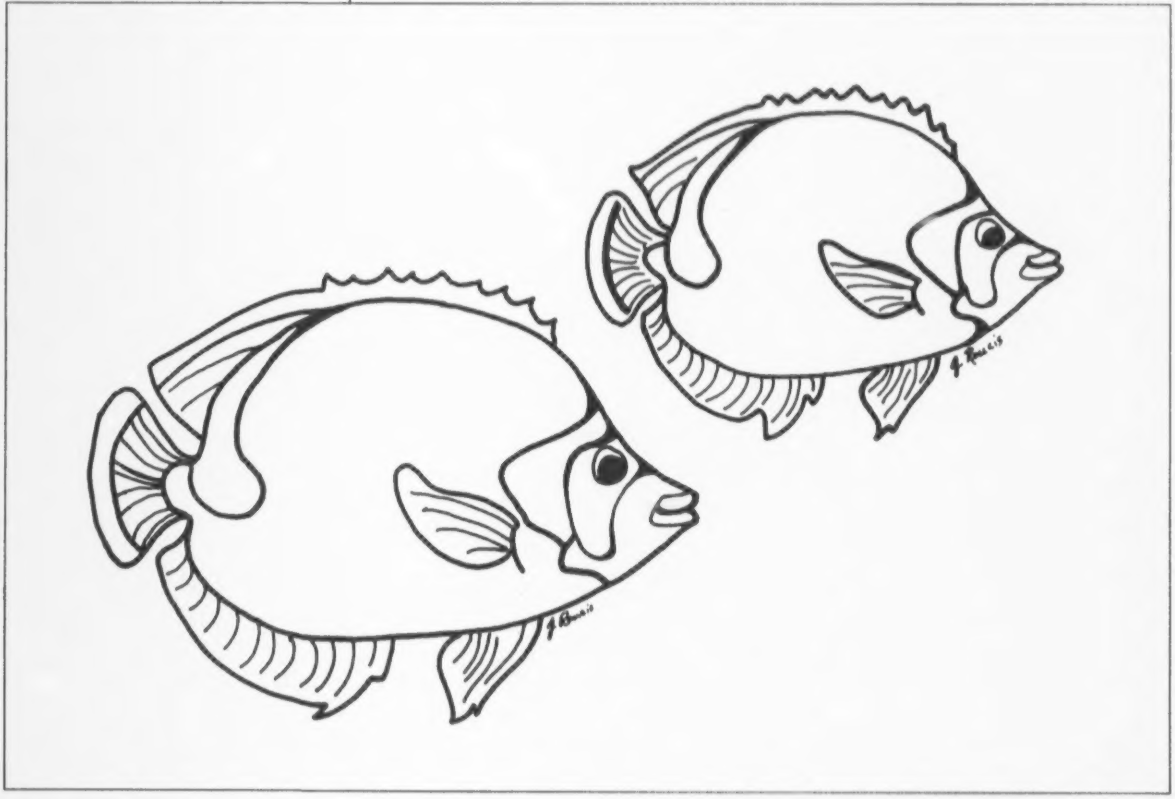
4. When the student has earned 15 small paper fish, he earns a live fish. The 15 small fish are traded for a larger paper fish. The large fish is placed in the paper pond and the 15 small fish are returned to the teacher. The student can earn other awards by continuing to work on that same objective or a new, more difficult goal.

5 Eventually the tangible reward should be faded and self recognition that getting the work done is self-rewarding because the student will then have more free time.

Self reinforcement statements should be taught, such as:
"Now that my work is finished I can go outside for recess". . .

REFERENCES

Alexander, R., editor (1980). Instructor's Big Book of Teacher Saver. The Instructor Publications, p. 145.



Stress Management Skills for the Young Child

RELAX! A practical way to identify and manage stress

LEVEL
Elementary

PURPOSE
Developing stress management techniques in young children.

OBJECTIVES
- To learn how to make inferences.
- To enrich language development and build vocabulary.
- To use critical thinking skills to plan and solve problems.
- To learn and become fluent in five steps that enable the user to relax and handle stress.

TIME
15 to 30 minutes

RESOURCES
Albert the Running Bear Gets the Jitters
(Any story that deals with feelings or stress or stressing situations can be used).

PROCEDURES
Anticipatory Set

Read the story. Ask the students to predict how Albert felt. Was his plan a good one? How did Albert show he was worried? Which other bear did the same thing (Sister Bear?) Do you ever feel sick when you are worried? What helped Albert relax?

Procedure

Tell children that all of us get the "jitters" sometime. This usually happens when we are feeling under a lot of pressure or stress. Some stress is necessary. Without it we would feel bored and unchallenged. But too much stress can make us feel cranky, frightened and even sick. Our bodies may send us "signals" to let us know that we are still upset. The key to coping with stress is learning how to relax. It is not easy to relax when you are feeling nervous or upset, but we can think clearly and find a way to handle our problems.

Recognize that you are upset: Talk it over with someone you trust. Once you are aware of your body signals, you will be able to recognize when you are feeling stress. By talking over your problem with someone who cares about you, you will feel better.

Patricia Arnold
Colorado Springs
School District 11
Penrose Elementary

Tell yourself that you can calm down: Knowing that you have the power to calm yourself, you feel less helpless and more in control.

Loosen up: Take ten slow, deep breaths. Whenever you feel nervous, frightened or upset, there are changes you can make in the way you breathe. In order to relax, remember to breathe slowly and deeply.

Allow your imagination to help: Close your eyes and visualize a place where you feel relaxed and happy. Train your mind to take you away to your special place. No matter where you are, this will help you calm down even when you are under a lot of pressure. What favorite place would you choose to imagine? Open your eyes when you feel calm.

Closure

List the steps to relax on the chalkboard.

1. **R**ecognize that you're upset. Talk it over with someone you trust.
2. **E**ase your mind. Tell yourself that you can calm down.
3. **L**oosen up
4. **A**llow your imagination to help. Close your eyes and picture or visualize a place where you feel relaxed and happy.
5. **X** marks the end. Open your eyes when you feel calm.
   Emphasize to the children how the letters spell RELAX. Review the steps with them and have them repeat the steps. Make a poster of the steps and display it in the classroom to remind the children how to relax when under stress.

REFERENCES

The author used the following story for this activity "Albert the Running Bear Gets the Jitters" by Barbara Leanberg and Susan Wolf, Clarion Books, Ticknor and Fields, New York, New York, 1987.

Point Store

Rack up points for behavior and task completion and go on a spending spree at the point store

Pat Streeter
Las Animas School District
Columbian School

LEVEL

Intermediate, Middle School, Junior High (Regular and Special Education)

PURPOSE

Using behavior modification to encourage motivation and positive attitudes.

OBJECTIVES

- To develop appropriate behaviors.
- To learn that personal behavior always has consequences.
- To learn money management.

TIME

Six week periods

RESOURCES

- School supplies
- Yard sale items (can be sponsored by church or community group and student/teacher donations)

PROCEDURES

Point Store

Design a point card similar to the one on the following page.

Student may earn two points per class period, one for behavior and one for task completion. Lunchroom/playground is included as a class period. Lunchroom para-professionals and teachers report any problems and successes to the sponsoring teacher.

At beginning of the week the student chooses a behavior to work on for the week. The student may earn a bonus point or points for performing the behavior. After six weeks, the teacher opens the Point Store. The teacher sets out items already priced. The student with the most points goes to the store first. Each point is equivalent to $.01. The Point Card may be sent home to parents for reinforcement at home if suitable. (The Point Store can be opened sooner for students who need more immediate reinforcement).

Expanded variations of the activity can include:

Pay Checks

Students earn money in check form as follows: $3.00 for every "A," $2.00 for every "B," and $1.00 for every "C." Checks are calculated on a weekly basis and kept at school.

Students submit grades earned in other classes. If appropriate, certain grades may count as double-value for students who receive special education services.

Saving for "Vacations"

After the students pay their bills ($100.00 rent for desk, $25.00 for utilities and supplies). Any extra money goes into savings for a "vacation." Every eight to ten weeks take a "vacation" (field trip) and charge $50.00.

Auction

Students receive checks on a weekly basis as described above. Have students put all their money into savings and then sponsor an auction, using a professional auctioneer if possible. Auction off donated baked goods.

POINT CARD EXAMPLE:

Behavior:

Name:
Date:

MON	Spelling ☐☐	Math ☐☐	Reading ☐☐	Language ☐☐	Lunch ☐☐	Soc Studies ☐☐	Science ☐☐
TUE	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
WED	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
THURS	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐
FRI	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐	☐☐

Positive Time Out

Self Help Tapes During Time Out

Having trouble with behavior in class? Take time out and listen to a motivational tape

LEVEL
Intermediate, Middle School, Junior High, High School

PURPOSE
Providing teachers and students with a control structure in the classroom to promote positive thinking and foster mutual respect.

OBJECTIVES
- To help students develop in-class coping strategies for behaviors that might otherwise necessitate removal from class.
- To enforce logical consequences.
- To develop responsibility for personal actions.
- To learn the language of positive thinking.

TIME
On-going system of in-class discipline

RESOURCES
Self-Help Tapes (teacher-made or purchased commercially)

PROCEDURES
Expectations

We expect to:
Treat others with courtesy and respect
Use appropriate language (no put-downs)
Remain in the room

Consequences: **If I mess up**:
Step 1 - 5 minutes silence
Step 2 - 5 minutes self-help tape
Step 3 - 20 minutes self-help tape
Step 4 - Referral to office and parent conference

The teacher explains the expectations for classroom as a safe, friendly, risking environment.

The teacher explains "I enjoy my job and choose to remain calm and pleasant even when some students are experiencing difficulty appropriately coping with anger, or otherwise creating problems. I have found that the Step System I am going to tell you about helps all of us learn to feel more positive about ourselves."

Leo Schettler
Cherry Creek Schools
Laredo Middle School

Explanation of Step System:

1. Write names of all students on chalkboard.

2. Should a student choose not to follow expectations for the class, the teacher puts a check by the student's name and the student then is on Step 1 of the system. The teacher writes down the time the student will be off Step 1 (i.e., 5 minutes from time the check was given).

3. Should the student on Step 1 choose to disregard the consequence (5 minutes of silence) then the teacher places a second check by the student's name, indicating the student is now on Step 2. This step requires that the student listen to a self-help tape for 5 minutes.

4. Should the student again choose to disregard the consequence for Step 2 then the teacher places a third check by the student's name, indicating the student has now moved to Step 3. This step requires that the student listen to a self-help tape for 20 minutes.

5. Should the student continue to disregard the consequence, the teacher places a fourth check by the student's name. The student is now on the fourth step of the system which could involve referral to the office and a parent conference (or some other consequences) before the student is permitted to return to the class. The teacher may opt for a phone conference between student, parent, and teacher as an intermediate step before full implementation of Step 4.

Counting One, Two, Three...

Self-awareness through counting behaviors

LEVEL
Middle School, Junior High

PURPOSE
Increasing students' self awareness.

OBJECTIVES
To help students bring to conscious level a problem area that interferes with peer relationships.

TIME
Daily as long as needed.

RESOURCES
- Chart on poster board to record counts
- Counters (clicker type, optional)

PROCEDURES
Students decide on behavior that interferes with their best socially acceptable performance.
Students count daily occurrences of behavior. This count is for the purpose of raising students' awareness of behavior.

Examples:
1. Count number of times a student is minding another student's business.
2. Count the times a student doesn't participate in a group activity.
3. Count inappropriate teasing / joking.

Student's awareness of innappropriate behaviors increases understanding of how these behaviors interfere with positive social interactions. Students receive praise for recording occurrences on paper taped to desks. In the begining, the teacher may neet to remind the students to record behaviors.

Awareness of inappropriate behaviors by students should lead to a decrease in these behaviors.

Gail M. Wall
Florence School District
Florence Elementary/
Middle School

Refusal Skills Puppet Players

Just say no!
A "backdoor" approach to teach refusal skills to older students

Laura Fishman
Adams County
School District 12
Eastlake Campus

LEVEL
Middle School, Junior High, High School

PURPOSE
Teaching "refusal skills" to students who feel they are too old or too streetwise to learn these skills. A puppet play is developed by students on refusal skills and presented to elementary-aged students. ("Refusal skills" is a process which allows students to "say no" to trouble and drugs and still keep their friends.)

OBJECTIVES
- To provide an acceptable method to teach refusal skills to older students.
- To motivate students to write plays.
- To practice speaking in front of groups.
- To provide a non-threatening method of having older students look at their own behavior as it involves trouble and drugs.

TIME
This is a nine-week course, but has been done as a two-week unit

RESOURCES
- For Theater: cardboard panels, glue, muslin and paint
- For Puppets: socks, yarn, glue, fur scraps, buttons and jewelry

PROCEDURES
1. Introduce students to the "refusal skills" concept (Attachment A). Ask students to list the types of trouble they get into now and ask them to list on a separate sheet of paper the trouble they got into when they were younger. Go through the lists and identify the types of consequences they received for the trouble they got into (family, school and legal consequences).

2. Ask students to list activities which are safe, fun and legal as alternatives to trouble.

3. Ask students to role play using the situations they listed. Have two students try to talk two other students into getting into trouble. Prompt the students using "refusal skills."
After this, have students work individually or in groups to write short plays using the trouble situations.

4. Have students make puppets. Students perform a Refusal Skills Puppet Play for younger students (3rd and 4th graders make the best audiences). Students can also role play with younger students.

5. Have students discuss issues raised by events in plays. Have them examine their own behavior as it relates to the behaviors expressed in the plays.

Attachment A

REFUSAL SKILLS

Steps:

1. ASK QUESTIONS: "Why . . . Where . . ."
Determine if it is a situation which will involve trouble.

2. NAME THE TROUBLE. "That's . . ."
Tell your friend the real or legal name of the trouble.

3. IDENTIFY THE CONSEQUENCES. "If I get caught . . ."
Tell your friend what you would be risking ...
LEGAL, FAMILY, SCHOOL, JOB, AND HEALTH

4. SUGGEST AN ALTERNATIVE, THEN START TO LEAVE. "Why don't we . . ."
Suggest something else to do that is fun and legal.

5. KEEP THE DOOR OPEN. "If you change your mind . . ."
Leave and invite your friend to join you if he/she decides to come later.

Study Skills

The acquisition of skills enabling effective organization, prioritization, and completion of tasks and assignments

The Learning Wheel

Use a "Wheel of Fortune" game to reinforce academic skills

LEVEL
Elementary, Middle School, Junior High, High School

PURPOSE
Learning and reviewing in any subject area.

OBJECTIVES
To review or practice vocabulary, spelling, math or anything you can come up with in a fun and exciting way.

TIME
Varies

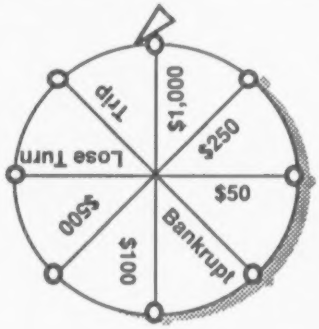
RESOURCES
- Cardboard
- Brads
- Markers

PROCEDURES
Construct a wheel (similar to "Wheel of Fortune") to hang on the chalkboard or bulletin board.

Have the student spin for the value of the answer. Ask the question, or give the spelling word, etc. If the student answers correctly, place the value of his answer on the board. Play money may also be used.

The student may continue for as long as he/she answers correctly. However, they do risk bankruptcy each time they continue. The questions can also be related to career and vocational areas.

LEARNING WHEEL EXAMPLE:



Susan M. Colbert
Brighton School District
Overland Trail Middle School

Red Acetate Folders

A self-correcting tool for independent learning

Ruth Robinson
Jefferson County
Public Schools
Molholm Elementary

LEVEL

Elementary, Middle School, Junior High, High School

PURPOSE

Providing a self-correcting tool for independent work that can be used for all subject matter question and answer material.

OBJECTIVES

- To teach students to use a self correcting method.
- To provide immediate feedback to students.

RESOURCES

- Two pieces of red acetate 6"x10" (transparent)
- Plastic tape
- Orange lead pencil
- Unlined white index cards 5"x8"
- Black fine-tip marking pen

PROCEDURE

Teacher

Make folder out of red acetate, taping sides and bottom. Red acetate can be purchased at any stationery store in the form of "book-report folders."

Write questions on white index cards using a black fine tip marking pen. Write answers on card using an orange lead pencil. (The question will show through the red acetate. The answer written in orange pencil won't show.)

Students:

Teacher places a group of question cards in the folder. The student works on one card at a time and writes his answers on a separate piece of paper. The student pulls the card out of the folder, checks the answer, and then proceeds to the next card.

REFERENCES

Teacher-made Materials Workshop / Special Education / Jefferson County Schools

Get It Together So You Don't Lose It!

Ab-ra-ca-dab-ra!
A system for organizing a messy notebook

John C. Orsborn
Harrison School District 2
Gorman Middle School

LEVEL
Elementary, Middle School, Junior High, High School

PURPOSE
Helping individuals organize school work and receive credit.

OBJECTIVES
- To identify problems of disorganization.
- To help to organize through counseling and cleanout session.
- To review the process of assessing success.

TIME
Ten to thirty minute session per student to teach basic skills; two to three follow-up sessions of thirty minutes.

RESOURCES
- Plain pocket folders—approximately $.25 each—to help students to organize materials.
- Teacher-made daily assignment sheets.

PROCEDURE
Type the following on a 3"x5" card:

I Am Organized

1. Always write down each assignment on an assignment page.
2. Always estimate (guess) how much time each assignment will take.
3. Always put finished papers in my notebook, not folded or in a textbook.
4. Spend a couple of minutes at the end of the day reviewing the day, assignments needed for tomorrow and what needs to be thrown away.
5. Enjoy being organized!

I. Identify the Problem
Ask disorganized student to show his texts, folders and notebooks.

II. Collect Facts and Data
Assist the student in identifying aspects of his disorganization such as folded papers in textbooks, completed assignments jammed into notebooks, lost materials.

III. Set Up Hypothesis
Correct disorganization through combined counseling/clean-out exercise giving student total responsibility within a month.

IV. Conduct a Controlled Experiment

1. Have student bring all books, trapper-keeper, notebooks and papers to teacher/counselor.

2. Take papers from textbooks, notebooks and trapper-keeper, unfold and put in a stack for the student to sort.

3. Student sorts papers for keeping or tossing (have wastebasket nearby).

"Keepers" (all papers still needed—lost assignments which can still get credit; papers for review; assignments; anything needed for future reference) are put in stack.

4. Make piles for each academic subject and "others". The "others" pile holds all papers needed for electives. Each subject has a folder or special section in trapper-keeper or three-ring notebook for organizational purposes.

5. Student puts "keepers" in proper place in notebook knowing that in a special place they won't be lost, and, when unfolded, they are easier to identify.

6. Student develops an understanding of the maxim, "a place for every paper, and every paper in its place" so he can organize on his own later.

V. Substantiate, Modify or Abandon the Hypothesis

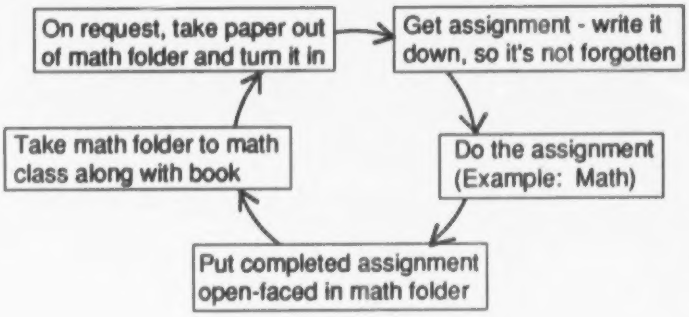
When students have difficulty understanding the relationship between the clean-out session and getting organized, review the process. Practice reorganizing the notebook and discuss how to deal with the next assignments. Talk about the relationship between completing the assignment (putting it in its "proper" place, finding it during class, turning it in on time, getting credit for it) and feeling good.

VI. Follow up

Short random follow-up sessions may be necessary to review all parts of the reorganization process until student fully understands the procedures.

This process is simple and is easy for upper elementary, middle school or high school students to follow in concept and practice. Teacher/counselor can help to make the process a positive one.

GOAL: Feeling good by doing well



On request, take paper out of math folder and turn it in

Get assignment - write it down, so it's not forgotten

Do the assignment (Example: Math)

Put completed assignment open-faced in math folder

Take math folder to math class along with book

Reading Planning Sheet

Map out your course before you start to read

LEVEL

Intermediate, Middle School, Junior High, High School

PURPOSE

Enhancing personal metacognitive ability of individuals who read expository or narrative discourse.

OBJECTIVES

- To identify previously learned skills for beginning an assignment.
- To problem-solve what additional skills are needed.
- To learn how to use repair strategies in reading.
- To enhance critical thinking skills.
- To acquire skills needed to be life-long learners.

TIME

Three to ten minutes

RESOURCES

- Any written discourse

PROCEDURE

Have student answer the following questions prior to reading the assignment:

1. How much time do I have to read?
2. What other subjects do I know that are similar to this?
3. How do I prove I understand it?
4. Is there any "tough stuff" the teacher should point out for me?
5. What are my resources? (May I ask others for help?)
6. What should I think about while I read? (establish purpose)
7. What information do I need to reread or review?

REFERENCES

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Brown, Ann L. (1980) Metacognitive Development and Reading in Theoretical Issues in Reading Comprehensive. Edited by Rand J. Spirs, Bertram Bruce and William H. Bewer, Hilldale, New Jersey; Erlbaum, 1980.

Susan Rhodes-Yenowine
Platte Canyon
School District
Fitzsimmons Middle School

Proofreading Glasses

Not sure if it's correct? Take a look with your proofreading glasses!

LEVEL

Elementary

PURPOSE

Helping students develop an awareness of errors in the writing process.

OBJECTIVES

- To develop good proofreading and editing skills.
- To see proofreading as an important part of the Writing Process.

TIME

During each school day as appropriate.

RESOURCES

Donated eye-glass frames (optometrist are often good sources for frames). Each student has their own glasses frames (without lenses) marked with their initials. These are kept in their desks when not in use.

PROCEDURE

A sentence with errors is written on the chalkboard every day for students to proofread and edit. Errors in the sentence may be capitalization, punctuation or misspelled words. Students copy the sentence and make the corrections. Before recopying the sentence correctly, students put on their "proofreading glasses." The glasses encourage students to proofread accurately. Students could also use these glasses when proofreading in other class work.

AUTHOR NOTES

After using this technique in the classroom, the author reports that students used their proofreading glasses on the proofreading section of a standardized achievement test. Even her student with a visual handicap has proofreading glasses that fit over his own glasses.

Eva Brandsma
Jefferson County
Public Schools
Patterson Elementary

Spellbound

Spelling becomes a group activity

LEVEL
Elementary

PURPOSE
Helping children to interact appropriately and positively with others through a spelling game.

OBJECTIVES
- To decide what letters are needed to form a word.
- To determine letter arrangement.
- To form words together.
- To cooperate in taking turns.
- To spell words orally.

TIME
Ten to fifteen minutes

RESOURCES
- Letter cards (at least 3"x3", one card per letter for each word on the spelling list).

PROCEDURE
1. Pass out cards face-up to students until all cards are distributed.

2. Teacher says a spelling word. Children who have a letter in that word go to the front of the room.

3. The children then arrange themselves in the appropriate order, so the cards they are holding spell the word correctly. In order to accomplish this, the children must problem solve among themselves and some may have to sit down, if there are too many of that letter or someone may come to the front because a letter is missing.

4. All children say the word and spell it out loud. If word is misspelled, someone seated is called on to name error and the correction needed.

Variations
- Write a new word on chalkboard.
- Follow a list on the chalkboard.
- For older children, name a word from another subject area.
- Children use text or a dictionary to confirm spelling.

Monica Drda
East Yuma County
School District
Idalia School

Educational Travel Kit

School on wheels; learn while you travel

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Providing students and parents with a compact educational tool to assist them in their learning and sharing while on vacation.

OBJECTIVES

- To use the Educational Kit as a learning tool while on vacation.
- To utilize the Educational Kit to ensure student's continuous learning and real-life experiences in academic areas.
- To learn survival skills.
- To maintain and obtain educational information during a vacation.
- To foster involvement and cooperation between parent and child during a vacation.

TIME

Ongoing

RESOURCES

- Sturdy corrugated paper tote
- Journal
- Cassettes
- Vis-a-vis pens
- Flash cards
- Idea card
- Pencil & crayons
- Laminated maps
- Graphs
- Notebook
- Games

PROCEDURES

Make a kit so students have school related activities to complete during traveling. This will assist students in maintaining skills as well as providing activities to keep their interest during trips.

See sample travel kit on following page

REFERENCES

- Calloway House, Inc.
- School Speciality Supply, Inc.
- Teacher's Pet School Supplies
- Nasco
- Creative Publications
- School College and Public Libraries and Teacher Resource Room

AUTHOR'S NOTE

This activity was useful for providing valuable learning experiences for migrant families who travel extensively.

Maria C. Manzanares-Martinez
Mesa School District 51
Broadway Elementary

SAMPLE TRAVEL KIT:

Lists and Things	Purpose	Skill
Clothing	Dependent on destination	Language
Survival Items	Flashlight, First Aid, Blankets, Tools, Food	Science
Maps	To mark and follow the planned route	Geography
Money Chart	How much and how it is spent	Math
Food List	Varies dependent upon length of time and type of travel	Nutrition/Health
Journal	To write about experiences	Writing
Crayons	Creativity	Art
Cassette	Stories, Songs	Listening, Music
Spelling List	Appropriate for grade	Spelling
Homework	Appropriate for grade	Academic Subjects
Pencil	Writing and homework	Writing
Box	To store	Neatness
Calendar	To keep track of days, weather, and events	Social Studies/ Science
Sign Game	Awareness of environmental print	Awareness
People List	People visited	Social/Family Appreciation and Awareness
Packet	For receipts and post cards	Saving
Notebook Binder	To place all lists	Organization
Evaluation	Sheet to check off with parent, child, and teachers	Evaluate

Assignment Notebook and Study Guide

A practical method for organizing and completing assignments

Robert J. Grant
Poudre R-1 School District
Mountain View
Learning Center

LEVEL

Middle School, Junior High, High School

PURPOSE

Helping students develop organizational skills necessary to take personal responsibility for succeeding in school.

OBJECTIVES

- To provide daily communication between school and home.
- To offer a convenient way for teachers and parents to write brief notes to each other.
- To provide a daily opportunity for personal contact between student and teacher.
- To insure students will be working on correct assignments.
- To foster a greater sense of responsibility for completing daily assignments.
- To give students a feeling of self-confidence.
- To develop organizational skills.
- To provide a summary of assignments for students.
- To emphasize that the key to working up to one's ability is the development of proper study habits both at school and at home.

TIME

System should be used for at least one academic quarter.

RESOURCES

Assignment notebook contains the following sections:

- Benefits of using the notebook
- Approaches for introducing notebook to parents and students
- Instructions to teachers, parents and students for completing notebook
- Basic rules for setting consequences
- Five week contract
- Chart for recording time spent on assignments
- Record of teacher contacts with parents/students
- Record verifying completion of assignments

PROCEDURE

1. The student records each assignment in his assignment notebook. The teacher checks the accuracy of the recorded assignment and verifies that the assignment is correct with his/her initials.

2. Once the student has completed the assignment the teacher again verifies completion in the student's assignment notebook.

3. Parents check the assignment notebook daily reviewing student progress.

4. Students graph the amount of time they are spending studying.

5. Meet with parents and the student to discuss expectations for assignments and parental cooperation for each five-week contract. Allow enough time for questions and explanations. All should sign contract for a five-week period. The student agrees to record assignments and verify completion with the teacher and the parent agrees to review progress.

Make Sure:

A. Teachers are willing to cooperate with the project and know what is expected.
B. Parents receive a suggestion list for encouraging a regular, consistent study hour at home.
C. Students receive suggestions regarding directed studying.
D. Students understand how to graph study time and obtain verification of completed assignments.

REFERENCES

Assignment Notebook and Study Guide
Robert J. Grant
Poudre R-1 School District (Fort Collins)
Mountain View Learning Center

Sample section from Assignment Notebook:

Date ________ ***Period*** __1__ ***Class*** ________________

Today's assignment is ______________________________

____

________________ Teacher's Initials to VERIFY THE ASSIGNMENT	________________ Teacher's or Parent's initials to indicate the assignment was COMPLETED

Contract Learning or Design a System For All Learners in Your Classroom

Signed, sealed, and delivered: individual contracts for a grade

James Joseph (Joe) Beydler
Adams County
School District 12
Horizon High School

LEVEL

Middle School, Junior High, High School

PURPOSE

Creating a real-life classroom system using contract learning.

OBJECTIVES

Student

- To accept responsibility for learning.
- To eliminate anxiety towards grades.
- To gain an understanding of life skills by learning that individuals control their behavior and performance.
- To gain a higher level of independence by determining what is expected and accepting responsibility for performance.
- To acquire the skill of "pacing" the amount of work to be accomplished in a given time period.
- To learn to adhere to strict time guidelines.

Teacher

- To affectively teach to all levels and different learning styles.
- To devote more time to individual instruction.
- To give immediate feedback to increase students' self-confidence.
- To increase success level through modified student contracts.

TIME

Incorporate into regular classroom/quarter units.

RESOURCES

The usual materials for content area.

PROCEDURE

1. Look at the material to be taught as stated by your contract and district objectives. Figure grade requirements.

2. Decide what is the "bottom line," or the bare minimum, for individual students ("C" level of mastery). Determine "B" level of learning (above average) for that particular unit. Students who decide to work for "B" are required to do all of the "C" work plus other specified work and/or activities. Decide the "A" level of competency. Students working for "A" do all of the "C" and "B" work and additional specified activities.

3. Write up a contract for the particular unit. Include a concise statement of the work to be covered, student signature, date, teacher initials, and specific due date deadline including consequences for late work. Add a specific amount of time to include an exciting lecture or demonstration to be given at the end of the contract, before the unit test.

AUTHOR'S NOTE

The author found that students' acheviement was higher when using the Contract System.

COMMITTEE SUGGESTION

Contracts should be based on the individual ability of each student. For learners with special needs the contract should be modified to reflect realistic expectations for these students.

See following page for Contract Learning Form

CONTRACT LEARNING

UNIT Name ____

1. Everyone must: (list requirements to be completed by all students)

To earn a "C," I must: (list requirements for a "C")
a.
b.
c.

To earn a "B," I must: (list requirements for a "B")
a. Complete all work for a "C" and;
b.
c.

To earn an "A," I must: (list requirements for a "A")
a. Complete all work for a "C" and "B" and;
b.
c.

Therefore, I choose to earn a grade of ________ .

I understand that all work will be due by ____________________________.
Date

I also understand that any work handed in after that date will lower my grade by ONE LETTER.

______________________	______________________
Student's Name	Signature
______________________	______________________
Class	Period
______________________	______________________
Date	Teacher's Signature

Practice in Comprehensive Reading

A quick method to increase reading comprehension skills

LEVEL

Middle School, Junior High, High School

PURPOSE

Improving reading skills for business and pleasure and improving scores on standardized tests.

OBJECTIVES

To improve the reading speed and comprehension of students with special emphasis on college-bound students preparing to take standardized tests.

TIME

The first five to eight minutes of a social studies or other class during the school year.

RESOURCES

Reading assignments dealing with factual social topics for each day of the school year.

PROCEDURE

1. Develop questions for each reading assignment. All assignments should be approximately the same length and have a series of questions at the end. The questions should start easy and progressively get tougher. The student should understand the total concept to answer the last question.

2. At the tardy bell, give each student a reading assignment. Students should start reading at the same time and have the same amount of time to answer the questions. At the command to stop, all answer sheets would be picked up and graded. Students should receive immediate feedback.

COMMITTEE SUGGESTIONS

Passages with different reading levels and appropriate questions should be developed for students at-risk and for those in special education, who may read at a lower level.

Roger C. Fulks
Delta County School District
Cedaredge High School

Industrial Arts Safety Rules

(Adapted For Students With Special Needs)

Don't lose those digits!
Learn safety rules instead

Miriam Coffey
Littleton Public Schools
Powell Middle School

LEVEL
Middle School, Junior High, High School

PURPOSE
Adapting a list of industrial arts class rules for low level readers and non-readers.

OBJECTIVES
- To help students gain an understanding of the safety rules.
- To increase the written or spoken vocabulary of the student in industrial arts class.
- To help students study for a safety test.

RESOURCES
- Safety rules
- Illustrations of each rule on transparency or poster paper
- Related vocabulary

PROCEDURE
1. For each rule to be learned: Teacher reads the rule, exhibits the picture and, if possible, demonstrates the activity.

2. Explain meanings of new or difficult words in each rule.

3. Check for understanding of rule by asking students to explain rule and possible consequence of ignoring it.

4. Give rule booklet to students to use as study guide for the required safety test.

WORDS TO KNOW FOR GENERAL SAFETY IN INDUSTRIAL EDUCATION

tools
material
interrupt
damaged
careless
adjust
unattended
safety goggles
compressed air
loose clothing

special project equipment
attention
immediately
reckless
instructor
allowed
eye protection
attachments
fire extinguisher
hazard

special set-up
proper
operate
machine
idle
fully
adjustments
accident
dangerous

Do you know what these words say?
Do you know what these words mean?

GENERAL SAFETY RULES FOR INDUSTRIAL EDUCATION

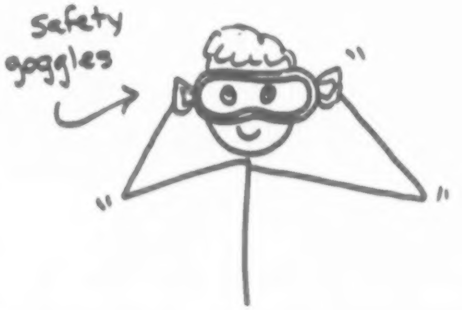
(Develop drawings on overheads, or posters of each rule).

1. Keep all tools, equipment and materials in their proper place.
2. Return all tools immediately after using them.
3. When lifting heavy objects, use your legs, not your back.
4. Broken or damaged tools or machines should be taken immediately to the instructor.
5. Use the proper tool for the proper job.
6. Never throw anything in the shop.
7. Put all dirty or oily rags in covered metal containers.
8. Clean, lubricate or adjust machines only when at a full stop.
9. Use all safety guards and equipment provided.
10. No machines are to be operated when the instructor is not present.
11. Students may use only those machines and tools for which they have received instruction and have passed safety tests.
12. Eye protection must be worn by all persons in the shop area at all times.
13. All accidents must be reported immediately to the instructor.
14. Know the location of fire extinguishers and how to use them.
15. Wipe up any spills immediately.
16. Wear long hair pulled back and remove jewelry and clothing such as scarves and ties that may be hazardous in the shop.
17. All special set ups should be inspected and approved by the instructor.
18. Pay attention to the job you are doing.
19. Do not distract nor interrupt others when operating a machine or other equipment.
20. Reckless, careless or idle activities are not allowed in the shop.
21. Never turn on a machine just to see what will happen or leave unattended while running.
22. Clean off the machine when you have finished using it.
23. Compressed air should be used only when necessary and then with the extreme caution.
24. Return all machine adjustments and attachments to normal operating positions after special set ups.

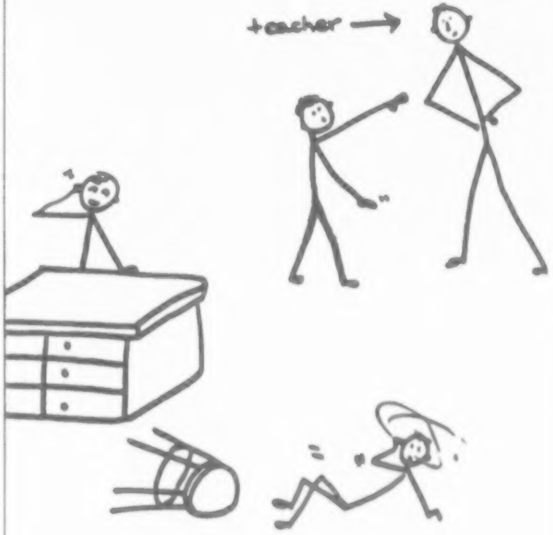
REFERENCES

Littleton Public Schools
Safety Rules for Industrial Arts Class

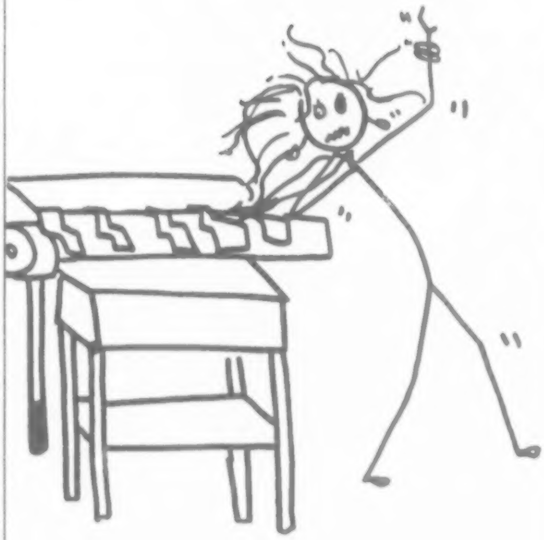
GENERAL SAFETY RULES FOR INDUSTRIAL EDUCATION



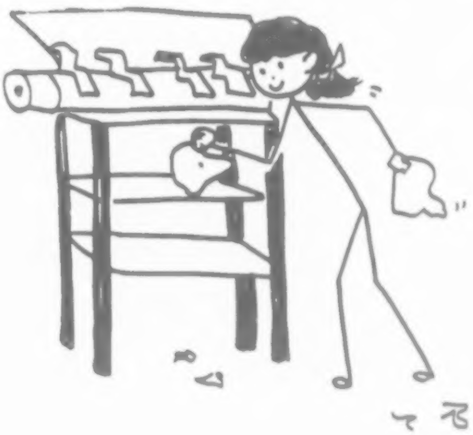
When there is work being done in the shop, always wear eye protection (safety goggles)



Report all accidents to the teacher right away!



Do not wear loose clothing, jewelry and hair that may be a hazard in the shop.



Clean off a machine when you are finished using it.

Secret Agent Searches and the Reader's Guide

Be a detective and track down information using the Reader's Guide

Ivy West
St. Vrain Valley
School District
Lyons Junior-Senior High

LEVEL
High School

PURPOSE
Teaching students how to use the "Reader's Guide to Periodicals", enabling them to be more independent and informed.

OBJECTIVES
- To locate information in periodicals by using the "Reader's Guide to Periodicals".
- To use the information in the periodical selected to aid in problem solving (i.e., information about how to apply for and use a credit card, how to purchase a car, etc.)

TIME
One-and-one-half to two weeks

RESOURCES
- "Reader's Guide to Periodical Literature
- Abstracts on microfiche
- Various general magazines
- Handouts: How to use the Reader's Guide, Decision-Making Paradigm
- Secret agent assignment sheets

PROCEDURE
1. Give students the Questionnaire on the Reader's Guide as a type of pre-test. Go over answers to questionnaire so students can see what they already know and what they need to learn.

2. Provide instruction on how to use the Reader's Guide using the questions from the pre-test.

3. Form cooperative groups and have each group solve a problem from The Secret Agent Mission worksheets.

4. Use the completed worksheets to evaluate how well the information was learned. The teacher may want to develop a student self-evaluation form for students to evaluate the activity and how much they learned.

READERS GUIDE QUESTIONNAIRE

Procedure: Read each question carefully and answer each one as well as you are able to.

1. What is the Reader's Guide to Periodical Literature?

It is a reference work that is an index to locate specific information in magazines. It can be used to locate articles in 180 popular magazines such as Time, Consumer Reports, Good Housekeeping, Sport Illustrated and National Geographic.

2. What are some of the ways that you can use the Reader's Guide?

Use the guide to locate infomation on current topics that are not in books and to locate different points of view on the same topic. You can also locate information on current products, books, plays and movies.

3. How do you search for an article in the Reader's Guide?

Articles are arranged alphabetically by subject.

4. This is an entry from the Reader's Guide. Identify the main parts.

Video games

That's entertainment [computer games] il Sci Dig 94:77 Ja'86.

Subject
Title
Illustrated
Magazine Title
Volume number
Page number
Date of publication

5. What are "cross references?"

Sometimes there are more subject names for a topic. For example, "Smoking" can be found under "Smoking", "Cigarettes", "Cancer". A cross reference will lead you to the subject it is indexed under in the Reader's Guide.

6. How would you locate an article on the rock group U2?

Check under their name "U2".

7. How would you locate information on the movie "Hairspray?"

Check under "Motion Picture Reviews--Single Works."

8. Why are some of the Reader's Guide in paperback?

The Reader's Guide is published 18 times a year--once or twice a month. The monthly updates are paperbacks. At the end of the year a bound volume is published. Be sure to read the front cover of the Reader's Guide for the time period covered by that issue. If you wan the most recent information on your topic, start with the latest paperbound issue.

SECRET AGENT 002 -- Terrifying Mission: Locate a hot car for a good price.

Pick your undercover name.

Plot your mission. (Subject name to do search in Reader's Guide).

List clues. (Other possible subject names).

Solving the mystery. (List magazines, dates article titles, and pages).

Mission accomplished. (Tell what you found out about buying a good used car for a good price).

Other secret agent assignments:

1. Find out how to apply for a credit card and when to use it.
2. Find out what to include on a job resume.
3. Find out what are the dangers of using cocaine.
4. Find out what are the dangers of cigarette smoking.
5. Find out what is a good television set to buy.
6. Find out how to give a good friend advice.

REFERENCES

"How to Use the Reader's Guide to Periodical Literature", H.W. Wilson, ND.

Wales, Charles E. et al. "Decision Making: New Paradigm for Education", EDUCATIONAL LEADERSHIP, May, 1986.

Outdoor Learning

The acquisition of skills enabling students to participate in outdoor activities aimed at enhancing socialization and self-esteem

Controlled Noon Hour Madness

Turn a playground "free for all" into an organized activity

LEVEL

Intermediate (can be adapted for Primary Level)

PURPOSE

Providing a meaningful, fun, noon-hour activity, for all students regardless of skill levels to encourage making new friends and getting along with others.

OBJECTIVES

- To learn new leisure time activities.
- To learn how to play cooperatively and win or lose gracefully.
- To use math skills for score-keeping, percentages (won-loss records, batting averages).

TIME

Thirty minutes for several days or weeks.

RESOURCES

- Playground or gymnasium
- Equipment dependent on activity

PROCEDURE

1. Organize a noon-hour softball tournament using teacher or parent volunteers.

2. Involve all students by grade levels or combine grade levels.

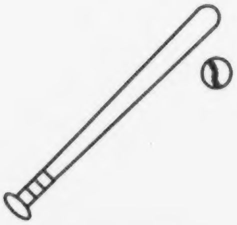
3. Set up a softball tournament with both consolation and third place games. Each game lasts approximately 30 minutes.

4. Implement the 10-batter rule (if 10 batters come to plate, then half an inning is over).
Five innings are usually played using the 7-run rule after 3 innings; (if a team is ahead by 7 after 3 innings, the game is called). A 2-strike, 3-ball rule speeds the game.

5. Winner of the tournament plays a team of school staff members.

ADDITIONAL SUGGESTED ACTIVITIES

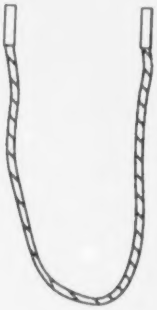
Fall: Flag football, volleyball, tetherball
Winter: Round Robin Basketball (first goal wins); indoor hockey
Spring: Softball, track and field
Anytime: Board games, hopscotch, four-square, jump rope activities



Jack E. Signs, Jr.
Sanford School District
Sanford Elementary

Challenge Yourself to a New Level of Fitness

Couch potatoes not allowed. Increase your physical activity



Gail M. Wall
Florence School
District RE-2
Florence Elementary/
Middle School

LEVEL

Elementary, Middle School, Junior High

PURPOSE

Succeeding at a new and difficult task.

OBJECTIVES

- To compete against own record.
- To encourage peers to new heights.
- To set realistic goals.

TIME

As needed to acquire new skills.

RESOURCES

Dependent upon activities and skills being used.

PROCEDURE

1. **Jump Rope:** Store-bought jump ropes.
Students set personal goals using length of time or number of jumps. Team of students can do relays of jumping.

2. **Stilt Walking:** Can be self constructed or done by woodworking class. Students can learn basic skill on low stilts, and can later increase size of stilts. As skill improves, student can attempt some more difficult maneuvers.

3. **Juggling:** Tennis balls/hackey sacks.
Students can do three ball juggling, and then can increase speed of skill or the number of balls being juggled. Students can do juggling between pairs.

4. **Runopoly:** Students can walk/run track with teacher monitoring number of times. They can increase individual time or increase the number of times track is completed.

Any of the above activities which require stamina should be done with both physician and administration permission.

Optional activities
Ice Skating
Beginning Gymnastics

The Ropes Course For At-Risk Students

Hang in there! Personal growth through participation in a challenging ropes course

Leo Schettler
Cherry Creek Schools
Laredo Middle School

LEVEL

Middle School, Junior High, High School

PURPOSE

Providing opportunities for students to achieve positive personal growth through participation on a ropes course.

OBJECTIVES

- To increase ability to take appropriate risks.
- To increase ability to give and receive personal support.
- To increase ability to trust one's own strengths and skills.
- To increase ability to lead others and let others lead.
- To increase ability to work cooperatively and trust others.
- To increase ability to face fears and other personal barriers to success.
- To increase ability to accept difficult tasks and challenges.

TIME

Depending on the particular needs to the group, this course may vary in length from two to twenty full days, or it may be taught one hour each day for six to nine weeks. Individual activities may be used in isolation and may last from five minutes to one hour or longer.

RESOURCES

- Complete and detailed instructions on how to build a 7a Ropes Course
- Location for course
- Administration and parent permission

Technical climbing apparatus (climbing rope, harnesses, carabiners, friction devices, helmets, gloves, etc).

PROCEDURE

1. Have students complete the self evaluation form prior to the start of the activity.

Develop and construct a ropes course. It should include a systematic sequence of activities with a variety of physical aspects, starting with low risk, low contact activities and moving up to higher risk activities.

2. Describe the purpose of each activity and how it should be accomplished. Stress cooperation and teamwork. Have each student state a personal, observable goal for each activity. For example: "I am going to take 20 steps on the Postman's walk, then hang from my knees before coming down." Another student may choose to just climb the ladder to the third rung and build up to higher risk activities with time. Your job is to encourage students to break through personal barriers and push themselves to a point a little farther than they think they are capable.

3. During each activity encourage positive leadership, model supportive language, get enthusiastic, comment on behaviors that work to make the group successful. Try to ignore negative behavior unless it is unsafe. You may wish to video tape each activity to show to the group later.

4. After each activity, sit down with the group and debrief and discuss the experience. Use this time to acknowledge signs of leadership, appropriate risk taking, effective communication, good teamwork, or whatever behaviors you are trying to reinforce. Also, have the students discuss how they think the activity went. What whet well? What did not go as expected? How was that handled? Who led with ideas and suggestions? What did each member of the group contribute? How did it feel to lead? How did it feel to let someone else lead? How can you apply what you learned today to your life at home? In school? For further ideas on the subject of debriefing, see "The Science and Art of Processing Outdoor Experiences" by Clifford Knapp, found in The Outdoor Communicator, Spring-Summer, 1985, New York State Outdoor Education Association.

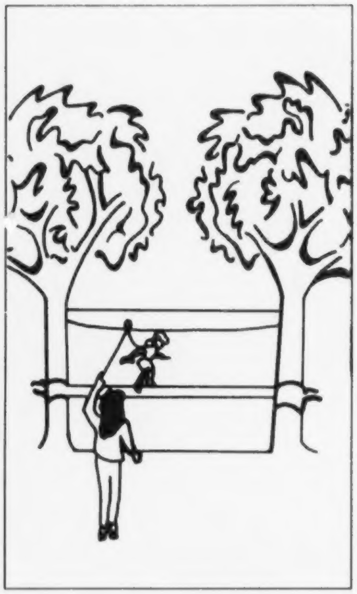
5. Upon completion of the unit, have each student again complete a self-evaluation. Compare results with the evaluation that was completed before the ropes course and discuss.

REFERENCES

Detailed instructions on how to build a 7a Ropes Course is available from: **Project Adventure, Inc.**
P.O. Box 100
Hamilton, MA 01936 Telephone: (617) 468-1766

"The Science and Art of Processing Outdoor Experiences" by Clifford Knapp, found in The Outdoor Communicator, Spring-Summer, 1985, New York State Outdoor Education Association.

Illustrations copied from Cowstails and Cobras with permission from the author, Karl Rehnke, Project Adventure, Inc., P.O. Box 100 Hamilton, MA 01936, Phone 508-468-7981.



THE BALANCE BEAM

CHALLENGE ROPES COURSE PRE AND POST SELF-RATING

Please circle the number that best tells how you see yourself in the following areas. Number 1 means very low by your standards and Number 5 means almost perfect by your standards.

	Low		Average		High
Trust in others	1	2	3	4	5
Self-confidence with people	1	2	3	4	5
Self-confidence challenging physical activities	1	2	3	4	5
Self-confidence with school work	1	2	3	4	5
Self-confidence with completing difficult tasks	1	2	3	4	5
My ability to give verbal support to others	1	2	3	4	5
My ability to lead others	1	2	3	4	5
My ability to let others lead	1	2	3	4	5
My ability to thank others when they do things for me	1	2	3	4	5
My ability to solve problems with a group	1	2	3	4	5
My ability to listen from the heat when others speak	1	2	3	4	5
My ability to take risks	1	2	3	4	5
My ability to ask for what I need	1	2	3	4	5
My ability to be helpful to others	1	2	3	4	5
My ability to accept help from others	1	2	3	4	5
My ability to laugh at myself and not take myself too seriously	1	2	3	4	5
My ability to handle failure without giving up	1	2	3	4	5
My ability to handle criticism	1	2	3	4	5
My ability to stick with a job until it is complete	1	2	3	4	5
My physical strength	1	2	3	4	5
My ability to work cooperatively with others whom I don't like	1	2	3	4	5

Mirrors in the Cliffs

Rock climbing and mountaineering provide opportunities to enhance personal growth

Clint Jewell
Lake County
School District
Lake County High School

LEVEL

High School, 11-12

Class Composition: This unit was prepared for seniors in an Environmental Studies class. Any academic ability level can participate. The more diverse the class composition the more effective.

PURPOSE

Achieving personal growth through rock climbing and mountaineering.

OBJECTIVES

- To develop inter and intra-personal skills.
- To improve students' self-image by accomplishing more than they thought capable.
- To solve concrete problems through application of both physical and mental solutions in individual and group situations.
- To learn cooperation by assuming follower and leader roles.
- To provide students opportunity to participate constructively in an outdoor adventure.
- To add to a student's sense of pride by successful participation and completion of activities.

TIME

Two 55 minute periods (seven to ten meetings) or four full days.

RESOURCES

- Technical climbing equipment
- Highly skilled and trained instructor in the area of technical climbing, mountaineering and group process
- Appropriate clothing and supplies
- Suitable location

PROCEDURE

Liability insurance and permission should be considered before undertaking this activity.

Students receive instruction in the following areas:

1. Climbing belaying
2. Rappel belaying
3. Signals for climbing
4. Signals for rappelling
5. Safety considerations for rock climbing and rappelling
6. Knots and harnesses

STUDENTS PARTICIPATE IN THE FOLLOWING ACTIVITIES:

Activity I: Introduction

- The first session is designed to introduce the unit and build motivation and enthusiasm.
- The wall activity from the New Games Book.

Activity II: Knots and Harnesses

- Students learn to tie a harness from climbing.

Activity III: Knots—Rats and Cats

- Students learn to tie additional knots used in climbing. Some climbing hardware is introduced.
- (The game Rats and Cats from Cowtails and Cobras is played to reinforce learning.)

Activity IV: Knots Quiz—belaying

- The knots are reviewed and a hands-on quiz is given. Students then learn the steps and safety measures for belaying.

Activity V: Safety—falling—proper clothing, boots and equipment

- Students become familiar with basic climbing safety, proper clothing and equipment needed in preparation for the actual climbing experience. Concepts previously covered are reviewed.

Activity VI: Rappelling

- Students complete one rappel. Proper technique and safety are reviewed and stressed.

Activity VII: Rock Climbing

- Student climbs one section of rock. Safety and proper technique are reviewed and stressed.

Each session should end with an activity from the New Games Book.

Activity VIII: Conclusions

Students write about and discuss unit. The film On the Rocks can be shown. Letters can be written regarding the lessons they have learned through these activities. These letters are used as guides for discussion. Students are encouraged to share their personal accomplishments through participation in this unit.

REFERENCES

The following publications are useful in a unit of this type:

Ferber, Peggy; ed: *Mountaineering: The Freedom of the Hills*.
Loughman, Michael; *Learning to Rock Climb*.
Robbins, Royal; *Basic Rockcraft*.
Wheellock, Walt; *Knots for Climbers*.
Rohnke, Karl; *Cowtails and Cobras*.
Flugelman, Andrew; ed: *The New Games Book*.

If the school staff is not qualified for instruction, assistance can be provided by the following organizations:

Colorado Outward Bound School; Denver, Colorado
National Outdoor Leadership School; Lander, Wyoming.
Project Adventure; Hamilton, Maine
Colorado Mountain Club; Denver, Colorado
Balarat Outdoor Education Center, Boulder, Colorado
Jefferson County Outdoor Education Laboratory; Evergreen, Colorado

Films to accompany the unit are:

Solo. Available from the Denver Public Library. 16mm Format.
On the Rocks. Available from Gravity Sports. VHS Format.
Chance of a Lifetime. Available from Colorado Outward Bound School, Denver, Colorado. 16mm or VHS Format.

The Masters (Pick-A-Pro) Golf Tournament

Play golf with a pro

Bob Smith
Cheyenne County
School District RE-5
Cheyenne Wells High
School

LEVEL

High School

PURPOSE

Promoting the leisure sport of golf and encourage lifetime participation.

OBJECTIVES

- To increase student understanding of the game of golf by following professional golfers through the Masters Golf Tournament in Augusta, Georgia in early April.
- To assure students that everyone, regardless of athletic ability, can and should engage in a leisure sport program.
- To remove negative attitudes about golf by associating students with successful professional golfers.

RESOURCES

- Daily newspapers
- Three green flags
- Lining chalk
- Score cards
- Golf clubs (7-9 irons)
- Two dozen golf balls
- Six to eight golf putters
- Three green cups

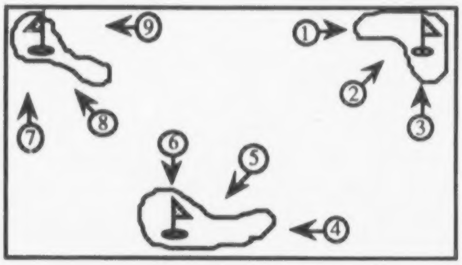
PROCEDURE

1. Identify the names of professional players participating in the Masters Golf Tournament. Have each student draw the name of a professional golfer in the Masters Tournament. This pro becomes the student's partner for this activity.

2. Set up a golf (putting) course on the football field. Provide students with instruction on putting, course etiquette and scoring.

3. Assign groups of players and begin play (students should play golf for two days). Have students watch the Masters Golf Tournament on TV or video tape during class.

4. Combine the scores of each student with their pro-partners to determine final scores. Announce the winner based on combined scores.



Pick-A-Pro Course Layout (Football Field)